

**Civic Practices: A Study of Civics and Citizenship Education
at a Tasmanian Government Secondary School**

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Abstract

Much of the research on citizenship and civics education fails to recognise and explore the importance of individual citizenship practices, institutional performance and the patterning of civic culture. This study uses a single site of an urban Tasmanian government secondary school to examine how students understand and practice citizenship, and how the school functions as a civic community. The study identifies factors which act as facilitators to students developing a sense of membership and entitlement, framing their interests, developing understandings, making commitments and attachments to civic obligations and civil society. The study argues that citizenship education be a major focus in the school's curriculum, and for citizenship practices to be modelled at both the individual and institutional level. A model for examining the school as a civic community is developed in the study, through focusing on the school's pedagogical, leadership, cultural, management and governance practices that enhance its civic outcomes.

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Chapter 1

Introduction

1.1 Organisation of the Study

In recent years, Australia has fostered a strong debate on the nature of democracy and the role of education within it. The Australian concern for citizenship draws on particular issues of national relevance including multiculturalism, reconciliation, tolerance, the republic, federation, and the political literacy levels of young people. The context which frames current debates about citizenship education and how civic capacities are being conceptualised, arise historically out of feminism debates in the 1970s, multiculturalism in the 1980s, and inclusivity and belonging in the 1990s. Civics and citizenship education has become an important issue given the move towards republicanism in Australia and the restructuring of education in the face of economic changes, information systems, and the impact of globalisation.

As Australia approaches the centenary of Federation, issues of national and individual identity have increasingly become the focus of research and public attention. There has been a dramatic increase in political and academic interest in Australian citizenship and civics education. The current Federal Government has reconstituted the Civics Expert Group, and released a Ministerial Statement in May 1997. The Government believes this Statement sets the direction for civics and citizenship education for each of its sectors of education: schools, higher education, vocational education and training, adult and

community education. Policy makers are concerned that Australian students are leaving school without sufficient knowledge and understanding of Australian politics, its history, its democratic processes and government. Ruby (1996, p.7) writes that the report "Whereas the People..." in 1994 found through a national survey, "widespread ignorance and misconceptions about the structure and functions of the Australian system of government, about its origins and about the ways that conserve the needs of citizens".

Improving the quality of citizenship education in Australian schools through preparing students for active participation as effective citizens, has become a major focus for educators and the community in recent years. While there is an abundance of literature on civics, civics education, citizenship, political education and political literacy, there is little research literature focusing directly on the effects that schooling has on civic performance of Australian students. After reading the literature, it reveals that the majority of present data is anecdotal and frequently not grounded in theory. As a consequence, most schools continue to develop or use programs that are little more than recipes. This study attempts through studying a single school site, to produce rich data to map the relationship between education and citizenship at both the individual and institutional level.

Chapter One sets out the study's major aims, defining the key terms and setting the scene and justification for the study.

Chapter Two explores the literature and provides a review of the central aspects of citizenship and education structured around three key issues. The first issue defines the key concepts of "civics", "citizenship" and "education for citizenship" using both an

international and Australian context to explore these notions. The second issue explores some useful frameworks for considering education for citizenship, with the writer building a framework for use at the school level. The third issue examines the “school effects” and “effective schools” literature to determine the pedagogical, leadership, cultural, management and governance practices that promote the school as a civic community.

Chapter Three sets out the conceptual design used in the study, outlining the use of both qualitative and quantitative methodologies to enrich the data presented as a single site case study. The researcher builds a conceptual framework around the seven concepts of citizenship, the school and its key constituents - students, parents and teachers. Chapter Four builds the school context for the study, with Chapters Five, Six and Seven providing a summary description of the way the school’s key constituents understand and practice citizenship and view the school’s role in citizenship education thus adding a depth and richness to the study.

The study concentrates on the school as the unit of analysis through the three domains of Teaching and Learning; Leadership and Culture; and Management and Governance. Chapters Eight, Nine and Ten examines the civic assumptions embedded in these school practices and builds a model for examining the school as a civic community.

Chapter Eleven provides a summary of the issues relating to the study’s findings and highlights the major issues emerging for systems and schools. This chapter also mentions how the model developed by the researcher may be applied to other school sites,

and provides ways in which it may be useful for both teachers and administrators in examining whether their classrooms or their schools are seen as civic communities.

1.2 The Research Task

This study examines the civic practices of students, parents and teachers, and a particular school. On the one hand, the study focuses on the ways that individuals understand and practice citizenship in one Australian secondary school: how they develop a sense of membership and identity; what sense of entitlement they have; how they frame their interests; what political understandings they develop; what commitments, attachments and civic obligations they assume; to what extent they participate in the public life of the school and their community (Hogan, Lamb and Fearnley-Sander, 1997, p.5).

Secondly, the study investigates how the school functions as a civic community in developing students' citizenship outcomes. In particular, the study uses a model developed for examining the school as a civic community to investigate the extent to which the domains of teaching and learning; leadership and culture; and, management and governance are important in promoting better student citizenship outcomes.

1.3 Definition of Key Terms

For the purpose of this study, the following definitions were adopted:

“citizenship” is a complex social practice constituted by the ways citizens form their civic identities as members of a political community.

“civics” is defined as “an identifiable body of knowledge, skills and understandings relating to the organisation and working of society...” (Report of the Civics Experts Group, 1994. p.6).

“education for citizenship” is interpreted broadly in terms of developing “critical and reflective abilities and capabilities for self-determination and autonomy” (Evans, 1995, p.5).

“civic community” is described in the school context as a particular kind of school organisation which creates a culture where the prime focus is on enabling students to learn effectively, efficiently and in a supported way those civic capacities necessary to become informed, responsible and active citizens. The study also uses this term in the broader sense to refer to the kind of civic practices the school engages in, the kinds of attachment and commitment these practices develop.

“learning outcomes” comprises information, skills, competencies, attitudes or behaviours able to be acquired through learning.

1.4 Setting for the Study

The study was conducted in one large secondary government school in southern Tasmania. The school is described as an urban high school catering for years seven to years ten. Although the school is considered urban, its geographical boundaries are both urban and rural, with many students travelling by bus to and from school. The current population of the school is seven hundred and seventy students, with one hundred and sixty-one students in year ten. The school offers a diverse curriculum across each age group, with students studying accredited Tasmanian Certificate subjects for years nine and ten.

This study focuses on the year ten cohort (n = 151 respondents) and investigates the character, social formation and demography of citizenship and education in this sample of students, their parents and teachers. Year ten students were chosen for the study because they are represented in their last year of compulsory schooling and therefore, there is an assumption that they are equipped to take their place as responsible and informed citizens after completing their year ten.

During high school, young people make crucial choices about their current and future interests, their identities, their obligations to others, that will determine their relationship to civil society and to the political order. Studying the cohort of students in year ten, in this particular high school, may provide a greater understanding of how these attitudes and choices are formed, and the role of the school, its constituents and other influences have in determining these.

1.5 Justification for the Study

This study investigates the ways in which Australians learn, understand and exercise their citizenship. The survey data collected through this study of one Tasmanian secondary school, will be used in a state survey of year ten students, their parents, teachers and school principals currently being undertaken through the University of Tasmania's Centre for Citizenship and Education.

Young people today have to face the many challenges of changes in family structures and interactions, the diminished influence of organised religion, changed gender roles, the

influence of new technologies and possible unemployment. This study examines the influences on young people in their struggle to develop a sense of self. During their high school years, these young people make crucial choices about their current and future interests, their identities, their obligation to others that will determine their relationship to civil society and political order. The data collected through this study of year ten students has particular significance because it attempts to decode these choices and relationships.

1.6 Significance of the Study

This study has a chance to enter the current debate by the political, academic and education community, because it challenges current views and provides a fresh approach to examining civics and citizenship education. It goes beyond the notion of students only needing a thorough understanding of political and legal systems in order to be effective and responsible citizens, by illustrating how necessary it is for schools to provide them with a voice both within the school, and opportunities outside, to act as responsible and participatory citizens.

Through using both qualitative and quantitative data, this study identifies and measures student, parent and teacher civic practices at the individual level, as well as helping to identify the institutional processes and organisational practices that arguably produce these outcomes.

This study is significant because it provides a framework for examining how well the school functions as a public institution in the way it shapes, and organises processes of

civic formation, as well as identifying the nature of the tensions between citizenship education on the one hand, and other educational priorities on the other.

It is significant because its data will be used at the school level to improve the school's ability in identifying those factors that have influenced the way this group of year ten students within the school have developed a sense of membership and entitlement. It also gives the school, data on how their parents view the school, and how well the school functions as a public institution in the way it shapes and organises processes of civic formation and production.

1.7 Research Framework

The research design used in this study treats many aspects under investigation as each contributing something to the character, social formation and demography of citizenship and education among this sample of year ten students, their parents and teachers. In this study, the evidence derived through quantitative and qualitative research methods, is examined within a postulated conceptual framework. Combining the site aspects of the study through examining at the individual level the views and opinions of each of the constituents, then shifting the focus to what the school does as a collective actor enhances and enriches the case study aspect of the study. This combination was considered the most appropriate strategy to describe the possible elements which might be considered in developing this theoretical framework.

The conceptual framework (fig. 2) described in Chapter Three assumes some relationships between the components and all the dimensions, and for this model, the

linkage is through the “constitution” of citizenship. Although the study uses a theory building approach looking for relationships between education and citizenship at the individual and institutional level, there was also a need to frame some key questions to be explored and explained through the data. This study explores these three key questions within the conceptual framework (fig. 2) as a means of further focusing and refining the data:

1. How do students understand and practice citizenship defined in terms of the seven civic capacities?
2. What kind of civic assumptions are embedded in school practices and policies?
3. Does the school model an environment that fosters citizenship?

1.8 Limitations of the Study

This study could be considered to have a number of research limitations. The first limitation relates to the structure of the study. In considering one sample population within one school it is difficult for the researcher to generalise to other samples of year groups and their parents within the school. No attempt is made in this study to make these generalisations. But although this study does not attempt to generalise from these findings, it uses a theory building approach looking for relationships between education and citizenship at the individual and institutional level. In an attempt to overcome this limitation and to further assist the school to make these comparisons, the data from the survey instruments will be analysed within the larger school study being currently undertaken through the University of Tasmania’s Citizenship Centre.

The second limitation of the study was the short time-frame set by the researcher, in which to undertake the various research methods used within this study. In analysing the data, it is important to stress that this will provide only a snapshot in the life of this particular high school.

Chapter 2

Review of Related Literature

2.1 Organisation of the Review

Recent writings on Australian citizenship and civic education (Report of the Civics Expert Group, 1994; Department of Employment, Education, Training and Youth Affairs, 1997; Senate of the Commonwealth of Australia, 1989; 1991; 1995) have highlighted the significance of focusing on the role of schooling and its effects on student's civic outcomes. Locally, "Directions for Education" (Tasmanian State Government, 1997) is a vision for school education in Tasmania that has the explicit aim of improving student learning outcomes.

This literature review explores the central aspects of citizenship and education through defining the key terms used in the study. These definitions have been drawn from an historical, contextual perspective that takes in current debates about citizenship education and how civic capacities are being conceptualised. This chapter explores some useful frameworks used by other writers in the field to explore notions of citizenship education. These frameworks have been selected because they attempt through their focus, to expand further the broader notions of citizenship, and they explore some of the processes and practices that frame these at both the individual and the institutional level. These writers have assisted the researcher to draw from this literature review and the data collected throughout the study, to build an outcomes framework for examining

citizenship at the individual and school level. This chapter also reviews the “school effects” and “effective schools” research which assists the researcher to determine the pedagogical, leadership, cultural, management and governance practices that promote the school as a civic community.

2.2 Key Conceptions of Civics, Citizenship and Citizenship Education

This section explores the resurgence of interest in the concept of civics, citizenship and citizenship education. These key definitions are built from an historical study, both internationally and Australian. Other terms used in the study are also defined in Section 1.3 of Chapter One.

When consulting the literature on “civics” and “citizenship” both terms have a wide international currency, and appear at times to be synonymous in the way they are interpreted particularly in relation to discussions on education. There is evidence to suggest, that their origins are linked to ancient Greek and Roman times. In early Greece, Aristotle sought to distinguish between true citizens and those who could not claim the status of citizen, this debate is still raging in Australia at this present moment. The term “citizen” is based on the Latin “civitas” meaning people united in a city or community (Phillips, 1996, p.1). Citizens were “all who shared in the civic life of ruling and being ruled in turn” (Heater, 1990, p.3). It hardly needs stating that these key concepts are complex and contested even when discussion is confined in the context of Western democratic societies. Many of the debates about the interpretation and justification of the

concepts, are related to fundamental and long-standing social and political traditions, commitments and disputes.

The term “civics” has long been used by educators to refer to the teaching of the “institutions and principles” of citizenship (Report of the Civics Expert Group, 1994, p.6). Historically in Australia, the term “civics” has been referred to as the scope of courses offered to students through either “civics education” or “social studies” courses.

Internationally, in the United States of America, there has been a long tradition of shaping a national identity and a sense of active citizenship. Through social studies courses, both elementary and high school students, have been explicitly taught knowledge of their political culture, values implicit in their political heritage, and have direct experience through participation in community activities. Education for citizenship is one of the eight National Goals in the Nations Goals 2000.

In comparison, in the United Kingdom, citizenship is not encapsulated in a particular subject, or a topic on its own. Civics education is taught as one of the five cross-curriculum themes with an emphasis that it is embedded in the core subjects studied. Education for citizenship includes participative citizenship, information on which to base the development of skills, values and attitudes towards citizenship.

After further examining the international literature, the main discerning differences appears to lie between approaches to teaching that make values explicit and central, and those teaching approaches which claim to be value-neutral. The approach to civics education seems to emphasise the process whereby values are formed, rather than seek to

inculcate them (Report of the Civics Expert Group, 1994, p.34). Australia has had difficulty with this approach because historically while compulsory elementary education was presumed to be “secular” and essentially value-neutral, one of the primary aims for establishing the state education system was for promoting citizenship and social order. Prior to the Report of the Civics Expert in 1994, approaches adopted to civics education in Australia could be described as didactic, and sometimes dominated by information objectives. The Report of the Civics Expert Group (1994) marked a turning point through making the values explicit in educating for active citizenship.

This study adopts the view that “civics” is one critical element in providing a foundation for citizenship. “Civics education involves the knowledge that is a necessary precondition for informed and responsible citizenship” (DEETYA, 1997, p.5). The study adopts the Report of the Civics Expert Group (1994, p.6) definition of “civics” being broadly defined as “an identifiable body of knowledge, skills and understandings relating to the organisation and working of society, including Australia’s political and social heritage, democratic processes, government, public administration and judicial system.” Reference to “civics” and “civics education” in this study takes on this definition. The Commonwealth Government claims “the invigoration of Australian citizenship requires an appropriate combination of civics and citizenship education”(DEETYA, 1997, p.5).

In the literature, the concept of “citizenship” is generally discussed in terms of the history of ideas, or philosophical analyses of the implications of its various uses for democratic political theory (Andrews, 1991; Barbalet, 1988; Heater, 1990; Marshall, 1950; Turner, 1993). Barbalet (1988, p.1) claims that citizenship “is as old as settled human community”. It defines those who are included, and those who are excluded as

members of a common society. As mentioned earlier, the term “citizen” is based on the Latin “civitas” meaning people united in a city or community. It also has an urban origin derived from the Anglo-Norman word “citezein” and French “citoyen”. Phillips (1996, p.1-2) states “the expansion and development of citizenship has been closely linked to the growth of cities and the emergence of the nation state”.

Heater (1990, p.2) states the role of citizen “entails a status, a sense of loyalty, the discharge of duties and the enjoyment of rights not primarily in relation to another human being, but in relation to an abstract concept, the State”. Turner (1986, p.17-21) argues that the French revolution located the sovereignty of the individual citizenship precisely in relation to the state - liberties are available because of, and not despite the state. Waters (1989, p.160) argues that the relationship between the individual citizen on one hand, and nation-state as collective actor on the other, is not simply one of membership as Turner’s definition suggests. “Membership is not a sufficient criterion for citizenship” because members of a state can be its “subjects” rather than its “citizens”. Subjects are subjected to particular rules, laws and obligations, imposed by the state. Waters (1989, p.160) defines “modern citizenship is a set of normative expectations specifying the relationship between the nation-state and its individual members which procedurally establish the rights and obligations of members and a set of practices by which these expectations are realised”.

Walzer (1970, p.203-17) identifies two principle notions of citizenship which emerged about the time of formation of nation-states. The first centred on Bodin and Hobbes who viewed citizenship as the passive receipt of benefits and protections of the state. For Bodin, the idea of citizenship was intimately connected with the notions of order and

authority “from above” (Phillips, 1996, p.4). Hobbes (1968, p.376-394) recognised that people needed to live under a strong government for self-protection. Hobbes also recognised the need for a full knowledge of civic duties.

The second centred on Rousseau, Hegel, Bentham, J.S. Mill and Tocqueville who argued for citizenship as an obligation to participate in political affairs as much as possible. The central function of participation in Rousseau’s theory was educative, to develop responsible, individual social and political action (Phillips, 1996, p.4).

According to Rousseau, the ultimate sovereign authority belongs to the citizenry. J. S. Mill was supportive of Rousseau’s theory but he wrote in a more modern context. Mill advocated plural voting based on educational attainment with the franchise being extended to women. Mill, like Bentham and Tocqueville, struggled to accommodate the growing idea of democratic citizenship with the need for individual liberty. They believed that people should be educated to a new concept of citizenship based on the need for freedom (Heater, 1990, p.73).

One of the noted theorists on citizenship, T. H. Marshall defined citizenship as a status bestowed on those who are full members of a community. His work is a clear advance on earlier philosophical views of citizenship. Waters (1989, p.163) argues that Marshall’s specific contribution is to “link the idea of citizenship to the emergence of the modern nation-state and to disassemble the term into interdependent analytic components”.

T. H. Marshall (1964, p.71-72) describes a hierarchy of possible citizenship rights - “civil, political and social”. These civil rights comprised the forms of citizenship

indicated by the earlier philosophers “liberty of the person, freedom of speech, thought and faith, the right to own property and to conclude valid contracts, and the right to justice (Marshall, 1973, p.71). Political rights comprised the right to vote and to run for office. He defined social rights as “the whole range from the right to a modicum of economic welfare and security, to the right to share to the full in the social heritage and to live the life of a civilised being, according to the standards prevailing in the society” (Marshall, 1973, p.72).

Marshall aligned these three elements to successive centuries: civil rights in the eighteenth; political rights were established in the nineteenth century; and social rights in the twentieth. Phillips (1996, p.5) states that T. H. Marshall through employing a Marxist framework, “linked the capacity for citizenship with living standards and ‘social class’.”

An integral part of the Australian model of education was founded on the idea of education as a citizenship right. The theoretical foundation for this idea was T. H. Marshall’s analysis of the rise of the welfare state as a guarantee for, and principle of, citizenship rights. These rights represented in Marshall’s view, a countervailing power against the force of class stratification that strongly supported the possibility of realising a welfare society in which equality and liberty would be optimally balanced. Access to education as a citizenship right historically legitimated a liberal democratic educational policy.

This study draws from these writers to develop the concept of “citizenship” as a complex set of social practices centred on their membership of a political community (Hogan,

Lamb & Fearnley-Sander, 1997). To educate about citizenship means giving all young people an understanding of how they are positioned, and what this means for their participation in both school and society. The concept of “citizenship” demands that we continually examine in schools our systems of deliberation and decision-making to provide students with opportunities to participate as citizens both within the institution and in the wider community.

This study also explores the notion that the strengths and weaknesses in educating for citizenship are likely to be associated with the quality of the content and pedagogy to which students are exposed. Furthermore, the organisation, operation and culture of the school may shape important aspects of student’s civic learning. Writers such as Ehman (1980) and Pritchard (1988) argue those non-classroom attributes of schools such as leadership, organisation, school governance, peer interactions, and extra-curricular programs are likely to effect profoundly the civic learning of students. Owens (1996, p.22) states that some framing concepts tend to lead us towards the scrutiny of structures, and others toward the role of individuals, “citizenship insists on the use of both lenses as we gaze at issues of concern to us”. This study uses both lenses of the individual and institution to focus on the relationship between education and citizenship.

The concept of “education for citizenship” is of fundamental importance in all modern societies. After reading extensively the literature, the writer found a plethora of interpretations. The Australian state education systems have in Marshall’s terms, tried to collectively realise and stimulate the growth of “citizens-in-the-making”. The right to education has been seen as genuine social right to citizenship, because the aim of education has been to shape the future adult or develop the adult citizen. Wyn (1995,

p.48) believes that “youth is an emerging, changing social experience of the relationship between individuals and society. Citizenship is one of the ways of characterising and formalising this relationship between individual and society. Both the conceptualisation of ‘youth’ and that of citizenship are central to becoming adult, and both are socially constructed as well as contested”. Examining the year ten cohort, the study reveals how these students view education in shaping and constructing their future as an adult.

In political philosophical terms one can view this form of educational equality as a form of “welfare” provision, where all children, conceived as future citizens, have the same need to know, and where the ideal of membership is best served according to Walzer (1983, p.203) “if they are all taught the same things”. The characteristic feature of the Australian education system from this standpoint, has been a view of education as an equal preparation and, if necessary, differential treatment to gain greater equality of outcomes. To achieve equity, policy makers have determined to provide more resources for the disadvantaged, in order to achieve equality of results in terms of attainment as competent participatory citizens. Evans (1995, p.5) comments, “Education for citizenship in its minimal interpretation requires only induction into basic knowledge of institutionalised rules concerning rights and obligations. Maximal interpretations require education which develops critical and reflective abilities and capabilities for self-determination and autonomy.”

This researcher in the study, is keen for the concept to be interpreted broadly in terms of developing “critical and reflective abilities and capabilities for self-determination and autonomy” (Evans, 1995, p.5). Evans (1995) points out that citizenship is not just about personal choices made by individuals - it is also about political processes. She comments

that those who subscribe to a “minimal” version of citizenship see the mechanisms of the market as the means to achieve an equilibrium between the individual’s rights and the public good. However, in “maximal” versions, market regulation is seen as inadequate to achieve this. The concept of different sections of society being able to live together, requires a sense of community, recognising that people’s lives are influenced in fundamental ways by factors that are beyond personal control. Hewitt (1996, p.5) examines one traditional test to measure who is a good citizen and he found it “is the ability to put aside private interests in deciding where the public good lies.”

The proposals for Australian civics and citizenship education outlined by the Report of the Civics Expert Group (1994) attracted bipartisan support from the states and educators on the proviso that its proposals not be politicised (Pascoe, 1996, p.13). This Report was significant because it moved the debate from a preoccupation with labour market preparation in education discourse in the early 1990s to counterbalancing this proposal for conscious social reproduction (Pascoe, 1996, p.13).

The current federal government have allocated \$17.5 million dollars to raise the levels of civic knowledge of students through the Civics and Citizenship Education Program (DEETYA, 1997, p.3). From 1997, civics and citizenship education will be part of the Commonwealth’s Quality Outcomes Programme for schools reflecting the stronger Commonwealth role in establishing clearer and improved outcomes targets. Governments as outlined by Hill (1996, p.9), are committed to ensuring that “students leave school with an understanding of, and pride in, what it means to be an Australian citizen; with a knowledge of our system of government and democracy; with the knowledge and skills to enable them to participate as active citizens in the community.”

There has been a move in citizenship education to focus more on an outcomes orientation in curriculum design and a continued move towards the establishment of explicit standards for students. This is consistent with both the educational commitment of success for all students and the broader public demands for accountability. This study continues this debate but attempts to focus and place prominence on establishing a model that examines the “constitution” of citizenship through the domains of the school and provide possible indicators.

Consistent with much of the literature on school effectiveness and improvement (Hill, 1995 p.13; Mortimore, 1996, p.3) and with data collected in this study, students learning depends on the identity of the classroom to which they are assigned and what they experience on a day to day basis within these classrooms that really matters, and that schools, and especially teachers, do make a difference. There also appears to be general consensus from educators that education for citizenship should be taught in a “structured” (Hill, 1995, p.9) and “interactive manner” (Print, 1996, p.1). Particular skills have been identified essential for effective citizenship, these include listening and gathering information, working together, discussing public affairs and using media resources (DEETYA, 1997, p.6). In helping to establish the pre-conditions for effective learning will depend on the ways educators see civics and citizenship, and will reflect a variety of attitudes to education, illustrating that it is possible to allow for diversity within central unity and purpose.

2.3 Examining Useful Frameworks for Considering Citizenship Education

This section explores some of the frameworks or interpretations used by writers and researchers in the field of citizenship education (Report of the Civics Expert Group, 1994; Evans, 1995; Gilbert, 1996; Hogan, Lamb and Fearnley-Sander, 1997; McLaughlin, 1992; Singh, 1993). In describing these frameworks, adoption of any of these approaches are shown to have implication to the ways citizenship education is viewed and approached by teachers at the school level. This study extracts from these interpretations the key civic capacities that offer clarity in conceptualisation, and provide a sound theoretical base to help the researcher build her own model. It also helps the researcher to extract those institutional practices for consideration in developing the school as a civic community.

2.3.1 “Minimal” and “Maximal” Interpretation

McLaughlin (1992, p.236) and Evans (1995, p.5) argue that much of the ambiguity and tension contained within the concept of citizenship can be roughly mapped in terms of “minimal” and “maximal” interpretations of the notion. These contrasting interpretations of democratic citizenship can be briefly illustrated by four features of the concept (Carr, 1991a; Wringe, 1992). These features are firstly, individual identity; secondly, civic virtues; thirdly, political involvement; and fourthly, the social prerequisites seen as necessary for effective citizenship (Heater, 1990).

“Minimal” views identity conferred on an individual by citizenship merely as a legal status in formal, legal and judicial terms (Rubenstein, 1995). In contrast “maximal”, views identity as a citizen conceived in social, cultural and psychological terms and is a broader notion of citizenship as participation and membership of a democratic community. This latter, “maximal” interpretation of the identity required by a citizen is dynamic rather than static. It also gives rise to the question of the extent to which social disadvantage in its various forms can undermine citizenship (Marshall, 1950).

What is offered through considering these conceptions of citizenship is a continuum of interpretations rather than a set of distinct conceptions (McLaughlin, 1992, p.237). The same conflict of interpretation occurs in considering the implications of these views as they relate to education for citizenship. On “minimal” interpretations it has as its major priority, the provision of political information and the development of virtues related to voluntary activities. The more “maximalist” conception of education for citizenship, requires a much fuller educational program in which the development of a broad, critical understanding and a much more extensive range of dispositions and virtues in the light of a general liberal and political education, are seen as crucial (McLaughlin, 1992, p.238; Callan, 1991).

Evans (1995, p.5) also argues that the components of citizenship can be taken up in a “minimal” or “maximal” way. Evans offers the analysis of the interpretation as a useful framework for understanding the challenge and tensions of implementing education for citizenship in Australian schools. According to Evans (1995, p.5) “minimal interpretations emphasise civil and legal status, rights and responsibilities, arising from membership of a community or society... Maximal interpretations, by contrast, entail

consciousness of self as a member of a shared democratic culture, emphasise participatory approaches to political involvement and consider ways in which social disadvantage undermine citizenship by denying people full participation in society in any significant sense.”

Adoption of any form of “maximal” approach requires attention to what students learn from the way the school is organised, and from their prescribed or implied place within that school. Holdsworth (1996, p.102) argues that it more commonly refers to the “school ethos”, and this impacts on student learning from the levels of decision-making to the nature of negotiated curriculum within the classroom. Holdsworth (1996, p.103) recognises two distinct and contradictory elements. On the one hand, ranging from the “minimalist” views of the citizen as consumer and exerciser of rights, to more “maximalist” views of the need for a commitment to participatory and democratic approach to decision-making.

2.3.2 Civics Experts Group Framework

An important milestone in education was the establishment of the Civics Expert Group (1994) to evaluate the citizenship question in the Australian polity. In the Report published in 1994, uses the terms “civics and citizenship education” and offers broad definitions of each. “Civics” is defined as “an identifiable body of knowledge, skills and understandings relating to the organisation and working of society, including Australia’s political and social heritage, democratic processes, government, public administration and judicial system.” (Civics Expert Report, 1994, p.6-7) Citizenship education is a broader concept. “It encompasses a whole range of educational processes,

formal or informal, that encourage and inform participation by citizens in community activities and public affairs.”

The function of the Civics Expert Group was to provide the Australian Government with a strategic plan for a non-partisan program of public education and information on other civic issues. The goal of the program was to ensure that Australians have sufficient information about systems of government to participate fully in decision-making processes. Phillips (1996, p.6) argues that the Whereas the People... report stimulated research into citizenship. It also highlighted the immense gap across a thirty year period in systematic teaching of civics and argued that citizenship education should become part of the core curriculum.

Much of the research in Australia identified low levels of political and civic literacy among young Australians (Bean, 1988; Report of the Civics Expert Group, 1994; Kennedy, Watts & McDonald, 1993; Phillips, 1989; Print, 1995a; Reid, 1986). In particular the Civics Expert study revealed that the notions of citizenship, while incorporating a political dimension, had been broadened to include elements of nearly every syllabus including many of the various knowledge, skills, values and action dimensions. It recommended that a civics and citizenship program be given national priority by states and territories (Fien, 1991; Gilbert, 1993; Singh, 1993).

Consistent with the “minimal” and “maximal” interpretation, the Civics Expert Report (1994) distinguishes between two components of a program for promoting citizenship. Although writers critical of the report (McIntyre, 1995; Wyn, 1995), tend to feel that in its implementation it takes a “minimal” interpretation of citizenship

education as an easier option. The Report is concerned with teaching civics as part of formal education, and also the promotion of active and informed citizenship in a variety of forms and settings. The three dimensions of civics education were identified as knowledge and understanding; skills and more controversially, values and attitudes. These values and attitudes operate within a framework of the Common and Agreed National Goals for Schooling, and those underpinnings of the national statements and profiles for Studies of Society and the Environment. The values identified are “democratic process”; “social justice” and “ecological sustainability”.

The Report also recognises the role of schools as socialising agencies, which teach students the skills of living in a community (Report of the Civics Expert Group, 1994, p.68). The group argues that schools will also need to align the broad objectives of civics with existing school policies and practices to ensure that they are providing appropriate activities.

2.3.3 Topology for Evaluating Citizenship Programs

Gilbert (1996, p.57) developed a typology as a useful framework and lens for evaluating educational programs. Gilbert expresses concerns that the Report of the Civics Expert Group (1994) took a narrow concept of citizenship and did not explore the wider issues of how citizenship could best serve young people in their pursuits. In educational terms, he argues that educators need to find out why students find civics irrelevant, and what aspects would interest or engage them. Kennedy (1995, p.15) states that Gilbert (1993) sees education for citizenship should move beyond a concern for the formal participation

of citizens in the political process, to a consideration of the social and economic entitlements that are conferred on citizens as a result of community.

Gilbert (1996, p.57) examines the concept of citizenship focussing on four main versions of citizenship as: 1) “legal status”; 2) “democratic identity”; 3) “public practice”; and 4) “democratic participation”. These concepts have been drawn from contemporary policy and educational debate. He uses these as a framework for considering educational programs, and makes recommendations for how current civic programs can be addressed to meet the goal of greater relevance to students.

When considering concept (1), the educational programs in the school would emphasise the “history of the state and its institutions” (Gilbert, 1996, p.57) but taught in an interactive, critical and relevant way for students, to give them an understanding of the changing nature of citizenship rights and obligations. Concept (2) focuses on “citizenship as an identity and a set of moral and social virtues based in the democratic ideal” (Gilbert, 1996, p.58). Gilbert argues that an understanding of this concept is becoming particularly significant in an age when the nation-state is no longer the limit of many peoples’ involvement in politics, because the rights and duties now have a strong international base. He argues that some focus on the values of citizenship is essential to any education for democratic citizenship.

Concept (3) focuses on citizenship as “a public practice conducted through legal and political processes” (Gilbert, 1996, p.58). Unlike concept (2), Gilbert argues that it rejects the need for shared values, and limits the role of citizenship to the public legal and political spheres. “Recognising rights and obligations in the workplace or the home are

not seen as part of being a citizen” (Gilbert, 1996, p.58). Gilbert’s views of constructing identity are supported by Singh (1993) who argues the necessity of studying the work of active citizens as they interact with institutions in order to gain or maintain certain basic rights.

Citizenship concept (4) emphasises the right and the need to participate in decision-making in the broadest possible sense - “citizenship as power sharing and involvement in decision making in all aspects of life” (Gilbert, 1996, p.59). This concept accepts that concern for democracy, rights and justice must occur wherever people are engaged in social activity. Gilbert argues that this concept is the most defensible in educational terms going beyond the focus on institutions, formal processes of politics, values of democratic community, and emphasising the practices of decision-making in which these values are given practical meaning and effect.

To achieve these concepts of citizenship at the school level requires focussing not only on the content of the curriculum, but also the teaching methods used. Gilbert (1996, p.59) argues that schools should “focus on decision-making in action, and ways of applying democratic values in concrete issues and relationships.” There is strong support from international research (Avery, Bird, Johnstone, Sullivan & Thalhammer, 1992; Conrad, 1991; Ferguson, 1991; Harwood, 1992) that attitudes and skills associated with civic participation are more likely to be developed in inquiry-based, activity-oriented teaching, and participation in democratic decision-making. Gilbert (1996, p.60) strongly states “a participatory citizenship, then, will be enhanced by a participatory education”.

Gilbert's typology (1996, p.57) draws on "maximal" interpretations of citizenship education in schools offering young people systematic involvement and participation in decision making, and a curriculum which addresses their pathways to adulthood. One of the powerful aspects of this typology is that for active citizenship and contribution to the civic life of the community, it involves the awareness of how young people can function from their existing social position, so that they do not have to face being torn away from their cultural and familiar personal contexts. To overcome educational disadvantage and become active citizens, students need to be given the capacity to mobilise social power.

Gilbert's topology strengthens and supports the broader notion of citizenship education being pursued in this study through extending the focus beyond the individual, to examining the role of the school domains in developing participatory citizenship practices.

2.3.4 Civic Practices

Hogan (1996b, p.8) starts from the assumption that programs of civic and citizenship education should be framed by "principles of popular sovereignty" and that it ought to focus on the development of those capacities that promote the effective exercise of citizen rights. Hogan (1996b, p.8) defines civics education as "the development of those capacities that are a necessary precondition for informed, responsible and effective citizenship". Citizenship education is defined as "the development of those civic capacities that promote the development of citizens as informed, responsible and effective civic actors able to represent their interests and participate effectively in civil society and in the governance of their political communities" (Hogan, 1996b, p.8). He assumes that

the renewal of Australian citizenship requires an appropriate combination of civics and citizenship education.

Hogan translates liberal democratic principles into a hierarchy of core civic capacities that should be the primary focus of a genuinely liberal democratic program of citizenship education. Hogan (1996b, p.9) initially identifies four core civic capacities: 1) to frame individual and common interests as an interdependent member of a liberal democratic political community; 2) to develop a civic identity that helps attach young Australians to the political community; 3) to develop a form of civic virtue that respects and honours core liberal democratic values; and 4) to exercise effective civic agency as a member of a liberal democratic community. These four core civic capacities are historically framed and have their foundation in the work of political theorists which will not be detailed in this section.

Hogan, Lamb & Fearley-Sander (1997, p.5-6) in an Australian Research Council Grant Proposal developed an account of civic practices which they drew from the various discourses of citizenship ranging from civic republican to liberal democratic. These civic practices focus on the conceptions, understandings, dispositions, capacities and behaviours of Australian citizens and the ways they constitute citizenship at the level of social practice.

These civic practices of citizenship are described as follows:

- **Membership and Identity.** The sense of membership and the sense of identity as citizens that Australians have of themselves as members of various communities and the nature of the articulation of these civic identities with other identities and identity

projects (national, partisanal, religious, occupational, generational, consumptional, gender, ethnic, associational).

- **Entitlement.** The sense of formal and effective entitlement that citizens have to a range of civic, political, social and cultural rights as a function of their membership of the political community and their social situation.
- **Framing Interests.** The conceptions individuals have of their fundamental interests and well-being and the practices they develop to pursue and protect them....
- **Political Understandings.** This focuses on a range of political cognitions: the level of interest in politics and civic affairs that citizens have; their tacit and formal understandings of Australian political institutions and democratic processes, the broad traditions that have shaped them historically, the political processes that secured them politically, and the values that underpin them intellectually; their understandings of the structure of social relations, social conflict, democratic politics, the state and citizenship. Not to be confused with political literacy.
- **Civic Virtue.** The disposition of citizens to identify and practise a broad range of civic, interpersonal and civil obligations, including commitments to justice, civility, respect for persons, tolerance, public service, respect for legitimate authority, and self-government; in effect, the sense of obligation, the sense of justice and the sense of public service that individuals have.
- **Civic Agency.** The disposition to exercise, and the practice of, civic agency in a variety of contexts, including participation in the life of the community (voluntary associations, trade unions, school councils, social movements, political parties, and election campaigns); the sense of efficacy or the belief that one can make a difference;

that motivation, costs and benefits of participation; the capacity to participate effectively in the political processes of a representative democracy.

- **Civic Attachment and Allegiance.** The degree of identification with, and attachment to, the local community, specific public institutions, political party, and the political community more generally; the level of trust in other people, public institutions, the state, the Constitution, and the government of the day; character of the tacit 'civic exchange' with the political community; the degree of allegiance to the nation and its institutions." (Hogan, Lamb & Fearnley-Sander, 1997, p.6)

Through this framework, Hogan, Lamb and Fearnley-Sander suggest a model for conceptualising civics and citizenship education. Their work builds firmly on other interpretations cited in this chapter but expands and identifies more specifically the core civic capacities they would argue, should be the primary focus for citizenship education. This study uses this framework(Hogan, Lamb & Fearnley-Sander, 1997, p.6) as a basis for identifying the core civic capacities and redefining these to relate to the school context. The researcher chose the above work because it offered clarity in its conceptualisation, and a sound theoretical base for consideration.

2.3.5 A Framework for Examining the Civic Outcomes of Schooling

The field of literature and research continues to experience difficulties in conceptualising, specifying and measuring civic outcomes of schooling and what it means to be a citizen in our society. Earlier political socialisation research focused on vague and general systemic outcomes derived from systems theories of politics such as "the acquisition of

political orientations” (Easton & Dennis, 1969; 1973) and “the learning of values, attitudes and other behaviours” (Hess & Torney, 1969). As mentioned previously, such generalisations gave little guidance to civic educators concerned with promoting democratic forms of citizenship.

Political socialisation research began in the late 1980s and 1990s to focus more on “political literacy” and the formation of political attitudes. Work by Easton and Dennis (1969) focused on the political beliefs and values of the home and the community influencing citizenship development in young people. Recent efforts by Torney-Purta (1989; 1990) and others to focus on political cognition rather than political literacy returned researchers to the focus of Connell’s (1970) work on “the child’s construction of politics”. The framework being developed in this study focuses on the ways young people construct political meaning and gain a voice, through the citizenship practices within school and their community.

From the perspective of social theory, there is a need to conceptualise the civic outcomes of schooling in broad enough terms to capture the “constitution” of citizenship conceived as a complex social practice and not just a legal status. Recent calls by Gilbert (1993); Heater (1990); and Singh (1993) for civics education to focus on processes of identity formation rather than on parliamentary education or political literacy points to the critical component of this study. Hogan (1995; 1997) builds on this arguing, that citizenship is a complex social practice constituted by the ways citizens form civic identities as members of a political community.

After examining the work of Hogan, Lamb & Fearnley-Sander (1997, p.6) on civic practices, this researcher with a fellow co-researcher, Rimes, decided to attempt to capture and define these practices in school terms to build a framework for examining civic outcomes at the school and individual level. This study uses the framework developed by Gray & Rimes (1997) to examine how well the school functions as a public institution in the way it shapes and organises processes of civic formation and production at the individual and institutional level, as well as, identifying the nature of the tensions between citizenship education on the one hand, and other educational priorities on the other.

This study attempts to create a framework using the lens of the domains or practices of “teaching and learning”; “leadership and culture”; and “management and governance” to assist schools in examining citizenship practice. These domains were determined by the researcher from the broad constructs within effective schools literature by such writers as Creemer and Scheerens, 1989; and Mortimore, 1996; and literature on quality management and accountability practices by such writers and educators as Cuttance, 1994; and Fullan, 1991. Although the model is comprehensive, the study recognises that there are additional items that could be considered, or others that could be further elaborated. Like all outcomes-based models choices have to be made, the researcher made these choice after considering in depth the literature, and through her extensive knowledge and understandings of schools and communities as an educational leader.

This study defines the seven concepts derived from the literature and from Hogan, Lamb and Fearnley-Sander (1997) and describes them as a “constitution of citizenship” in the following school terms:

- **Membership and Identity.** The sense of membership and identity that students, staff and parents have of themselves as citizen members of various communities.
- **Entitlement.** The degree to which the school formally allows participation by its constituents to make decisions, to voice opinions, to express their rights.
- **Framing Interests.** The concepts individuals have of their own interests and well-being, and the practices they develop to achieve and protect these.
- **Political Understandings.** The levels of understandings that individuals have about how our common life operates in a political community.
- **Civic Virtue.** The disposition of individuals to identify and practise a broad range of civic virtues such as justice, civility, respect for persons, tolerance, public service.
- **Civic Agency.** An individual's capacity to participate effectively in a range of civic contexts in the life of the community.
- **Civic Attachment and Allegiance.** The ways in which an individual feels attachment and allegiance to the school, to the local community, and to the wider civic community.

2.4 Civic Outcomes of Schooling

Despite widespread recognition of the value of constructivist approaches to social and political cognition in research by Connell (1970); Bruner (1986); Torney-Purta (1989; 1990) and Sinatra, Beck & McKeown (1992) little is known about opportunities to learn provided by the school curriculum or variations in institutional strategies and the effects on civic outcomes. "Consequently, researchers have not as yet identified systematically

the kind of pedagogical, curricula, student management, school governance practices that characterise unusually effective schools as measured by a range of civic outcomes after controlling for student intake and peer group characteristics” (Hogan, Lamb & Fearnley-Sander, 1997, p.4).

The “school effects” literature reveals a great deal about the attributes for effective civic participation. This study recognises the school is more than a collection of actors. The qualities of the school as a whole can either enhance or detract from the civic learning environment. Part of the differences between schools can be accounted for by the nature and expectations of the student population through their practices and attitudes to learning.

This study attempts to pull together the school strands under the broad domain headings of “Teaching and Learning”; “Leadership and Culture”; and “Management and Governance”, and build a citizenship outcomes framework from theoretical underpinnings of the “constitution” of citizenship. These broad domains have been framed from the “effective schools” literature by Creemer and Scheerens (1989) and others who argue that the instructional practices and processes are seen as the most direct determinants of learning and achievement, and organisational and curricular conditions are thought of as more indirect conditions of achieving educational outcomes. This study draws on this work using it as a way of framing those school’s practices that are seen to effect civic outcomes.

Print(1995, p.35) argues that the document Whereas the People... (Report of the Civics Expert Group, 1994) and subsequent Commonwealth support will not be sufficient to ensure the civic and citizenship education will be taught in Australian schools,

pedagogical issues will need to be addressed. The first of these issues highlighted by both the Report of the Civics Expert Group (1994) and Pascoe (1996) is their concern with the area of schooling, commenting on the gap between theory and practice in civic and citizenship education. Dunkin (1995) argues that the Civics Expert Group gathered evidence which indicated some inadequate teaching, and that school teacher's knowledge and understanding was at no higher level than that typified by the relative ignorance of the general public.

International studies by Mullis (1979); Parker & Kaltsounis (1986); and Almond & Verba (1963) in comparing the level of political competence of high school students, concludes that there was a clear connection between teaching and the level of political understanding achieved. The more engaged time that students experience, the more likely they are to increase their learning of civic knowledge. Whereas in the teaching of civic attitudes and values, Ehman (1980); Leming (1985); and Patrick (1972) found that direct teaching of these does not have an independent effect on student' learning, nor does extensive instruction in civic knowledge have a discernible effect on the learning of civic attitudes. Evidence from a large study of high school students in Western Europe and the United States by Torney, Oppenheim & Farnen (1975) indicates that an overemphasis on direct teaching of patriotic attitudes and values in school is associated with lower scores on tests of civic knowledge and diminished support for democratic values.

A number of researchers have examined teachers' conceptions to their interactive behaviours and their effectiveness in classrooms. Artiles, Mostert & Tankersley (1994) and Butler (1990a; 1990b) have made important progress in establishing empirical

connections between teacher knowledge and classroom performance, but these are small. Brophy (cited in Durkin, 1995) also researched the relationship between teachers' subject matter knowledge and their pedagogical knowledge. He found that teacher's knowledge does not directly determine the nature or quality of their instruction, instead how teachers teach is determined by the pedagogical content knowledge that they develop through experience. Dunkin (1995) has undertaken further research in this area and linked it to examining teachers' knowledge and beliefs regarding the teaching of civics and citizenship and its implementation in the classroom. The findings indicate a widening of the teacher's view of the importance of civics and citizenship education and a greater knowledge and understanding of the curriculum.

Most of the literature on the teaching of civics and citizenship education have argued the importance of participative, active learning. Print (1996, p.1) argues that the premise driving this is that "an active approach to learning by students will be later reflected in an active approach to participative citizenship as adults". Further literature by Patrick & Hoge (1991); Stanley (1991); Engle & Ochoa (1988); Osborne (1991); and Sears & Parson(1992) support the view that civics and citizenship education should be taught using pedagogical strategies that emphasise active, participative, conceptually challenging, critical thinking, co-operative learning roles for students.

Various studies have probed the connection between culture and the productivity in education. Evidence suggests that school culture (ethos or cohesiveness) is related to student performance (Chubb, 1988; Purkey and Smith, 1983; Rutter, Maughan, Mortimore and Ouston, 1979). Several studies also suggest the importance of school and classroom ethos in the political education of children (Webb, 1979; Tapper & Salter,

1979; Dawson, Prewitt & Dawson, 1969). All agreed that the democratisation of the classroom was the essential precursor to the fostering of particular attitudes and values consistent with a mature democracy. Hepburn (1984) also concluded from research that democratic experiences in the school and the classroom do contribute to the participatory awareness, skills and attitudes fundamental to life in democratic societies. Teachers who emphasise analysis and appraisal of public issues in an “open” classroom environment, where students feel free and secure in their expression, are likely to enhance learning of democratic attitudes, such as political interest, sense of political efficacy, political trust, and respect for the rights of others (Ehman, 1980; Goldenson, 1978; Leming, 1985). Wyn(1995, p.61) argues that citizenship education has a significant role to play in giving voice to the diversity and heterogeneity that exists in our school population, in assisting young people to understand when they come across issues of tension that power relations are fundamental to our society, and that civics and citizenship are integral to mediating these tensions.

The important issue of appropriate teaching methods for civics and citizenship education relies on many considerations identified which are vital if this area is to be successful in Australian schools. The literature clearly shows that teacher knowledge is important for effective teaching. Secondly, although the literature has not revealed any teaching methods that are unique, or even correlate with civics education, some strategies such as co-operative learning strategies, are distinctively promising (Engle and Ochoa, 1988; Osborne, 1991; Patrick and Hoge, 1991; Stanley, 1991). Thirdly, the literature shows there is a relationship between student acquisition of positive democratic values and attitudes modelled within a classroom climate which values participation by all students and also values their individual contribution (Print, 1996).

The literature clearly shows that in addition to what happens in the classroom, educators need to examine school organisation and management, and the culture and ethos of the school. Ehman (1980) and Pritchard (1988) argue that the attributes of the school such as leadership style, organisation, school governance, relationships, and extracurricular programs are likely to affect profoundly the civic learning of students. Patrick & Hoge (1991, p.433) state that “Civic learning results from the interplay of academic experiences in the classroom and practical experiences within the school”.

The “school effects” research investigated firstly by Coleman in the mid sixties, has produced a significant and influential, although highly contested body of research findings. Since Coleman’s assertion that schools made little difference in the lives of students, there has been growing interest amongst educators and researchers on the impact of schooling on the lives of students, and the characteristics of effective schools. Rutter, Maughan, Mortimore and Ouston (1979) in a major study Fifteen Thousand Hours, emphatically showed that the size, physical environment and pupil-teacher ratio had little or no effect on the attainment of behaviour of pupils. Instead Rutter et al. (1979) pointed to the processes operating within those schools as more important indicators of attitude and performance. They therefore concluded that there was a causal relationship between school processes and student’s progress.

Hess and Torney (1967) were among the first to challenge the view that the school has little effect on student’s political attitudes and beliefs, in their study of one hundred and twenty thousand students in the United States. Their study concludes that schools were a most important and effective instrument of political socialisation. Several other

international studies have also made a significant difference to an understanding of causal relationships. Litt (1963) in a study of three Boston high schools found that the institutions did indeed influence the student's understanding of the democratic creed.

Research also suggests a positive relationship between student acquisition of positive democratic values and attitudes, and active participation in a "democratic school climate" where principles and processes of democracy are operationalised (Jennings & Niemi, 1974; Leming, 1985; Ehman, 1980; Pahl, 1990). Some civic educators have used this "democratic school climate" research to propose active student involvement in decisions about school rules and policies (Hepburn, 1984).

What is suggested by educators in regard to successful citizenship education, is the need for a greater emphasis on student participation (Berrell, 1993; Gilbert, 1994; Kennedy, 1994; Phillips, 1994). Nichol (1994, p.7) recognises that "participation won't come from expository teaching and didactic methods where children have few opportunities for engagement and social action". Schools are seen as ideal places to nurture civic virtue or civility that are crucial for democratic living in diverse societies. When aimed at democratic ends, interaction in schools can help students develop the habits of behaviour and character necessary for public life. Without these qualities Parker (1997, p.18) argues, anything approaching a vigorous civic life is impossible. She argues that students need opportunities to deliberate both in the classroom and school-wide. Whole school strategies have the potential to be powerful pedagogies in civics and citizenship education (Boyte, 1993).

Since 1980, there has been significant changes in the management of schools in Australia. Underpinning these changes is a belief that when responsibility for decision-making is decentralised, schools can meet the needs of their students and communities more effectively (Brown, 1990; Caldwell, 1994; Murphy & Beck, 1995). Most significant for many schools, has been the introduction of determining priorities, policy-making and decision-making processes which involve teachers, parents and sometimes students working closely together to plan, develop and implement policies and practices to meet the educational needs of their communities. The shape of school leadership it is argued, must be inclusive seeking to build a culture where individuals members strive to support and advance mutually determined outcomes for students (Sergiovanni, 1990).

Each of these changes, have meant a redefining of the relationships between the various constituents concerned with school education. The work of each constituents has become increasingly interconnected and interdependent; and collaboration has become more important to the mode of organisation and operation. Print (1996, p. 8) argues that “perhaps the most powerful pedagogy is that of the school as a role model of civics and citizenship education”.

Mortimore's (1996) recent study on identifying eleven characteristics for effective schools, confirms that schools are one of the competing influences on the lives of children and young people. He believes that schools are not powerful enough to surmount all the other influences such as genetic, familial, social and financial, but strong enough to make a difference to the lives of individuals. Studies by Hill (1995) also support that there are school factors that influence to a greater degree student outcomes, particularly through supporting a greater focus on classroom practices. These studies help provide

the researcher with the framework to make the connections between student civic outcomes and the domains of schooling.

2.5 Summary

This literature review has attempted to clarify and distinguish between some of the main features and issues generated in a study of civics, citizenship and citizenship education. Each of the frameworks and interpretations used in this chapter as a basis for building the “constitution” of citizenship, are considered by the researcher as meritorious ways of examining civics and citizenship education. Specifically the researcher has argued, that there is no one way of advocating a framework for viewing the school. What the study attempts to do, is justify why this researcher has chosen to take the broader view of the “constitution” of citizenship and use this as a lens for viewing the practices both at the individual and school level.

Chapter 3

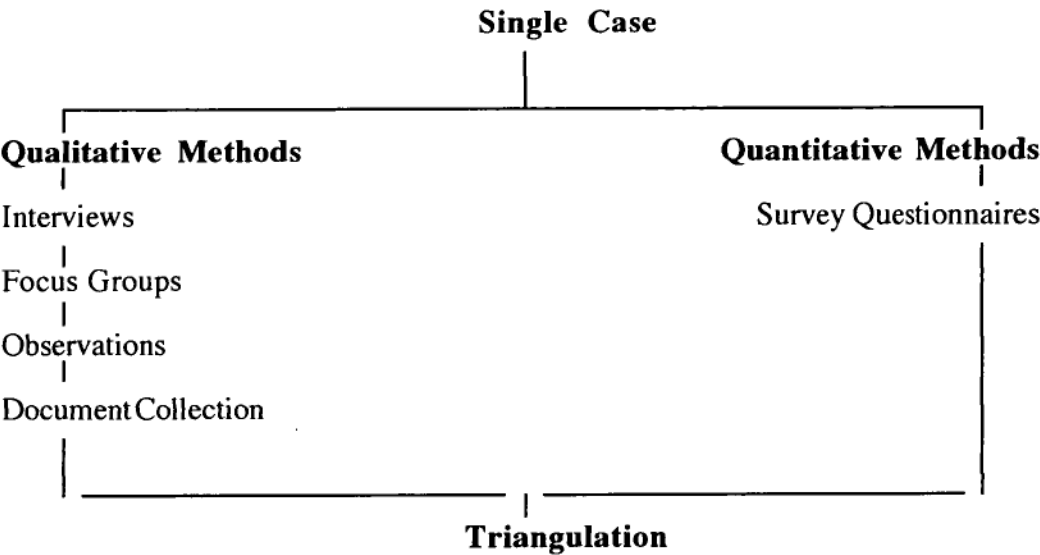
Conceptual Design and Methods

3.1 Overview of the Chapter

The particular focus of the study is to connect the ways in which young people gain civic identity through the practices of schooling. The study is contemporary. It was conducted between February 1997 and November 1997 in two stages of increasing depth. The first stage of the data collection took place in March 1997 through a survey questionnaire directed at Year 10 students, their parents and teachers. The survey questionnaire asked each of these groups a range of questions and provides a rich database for analysis on how schooling impacts on citizenship formation. The second stage of the study was undertaken in Terms 1 and 2 of the 1997 school year, when the school was selected for more detailed study. Visits were made to the school to further explore these issues through more conventional 'case study' methods. The researcher used systematic observations, focus groups, individual interviews and document analysis to gain opinions, information and comments of both richness and interest about how citizenship is understood and practised, at both the individual and institutional level.

The study is both qualitative and quantitative.

Fig. 1 Research Design for the Study



(Using elements from each of the major methodologies as these contribute to the major research question)

Through using these approaches, it is intended to provide a useful tool for future replication in other schools. In reporting opinions from each of the constituents, school practices and models, the researcher does not pretend to offer detailed statistical advice on how widespread, common or accepted such matters are. Many of the insights, strategies and policies detailed in this study are shared or followed by students and teachers in other schools across systems. However, the researcher believes that these opinions, practices and models, in terms of their quality and applicability, are worthy of consideration by those in other schools who seek insights into how citizenship is understood and practised, and the developing notion of how the school can act as a civic community.

The research design used in this study treats many aspects under investigation as each contributing something to the character, social formation and demography of citizenship and education among a sample of year ten students, their parents and teachers. Because of the breadth and dimensions of the study, the researcher has had to set limitations on what can be realistically examined, and does not claim to have covered by literature surveys and directed questions the full range of aspects of secondary education as they might be affected by these issues. The researcher has therefore chosen one school and its constituents for indepth study.

The proceeding chapters of the study provides both a summary of the data using each of the constituents - students, parents and teachers as the unit of analysis, and an examination of a range of data which provides a study of the school as a unit of analysis. This study uses each of the sub-components - teaching and learning; leadership and culture; management and governance, described in the conceptual framework as the focus for investigation.

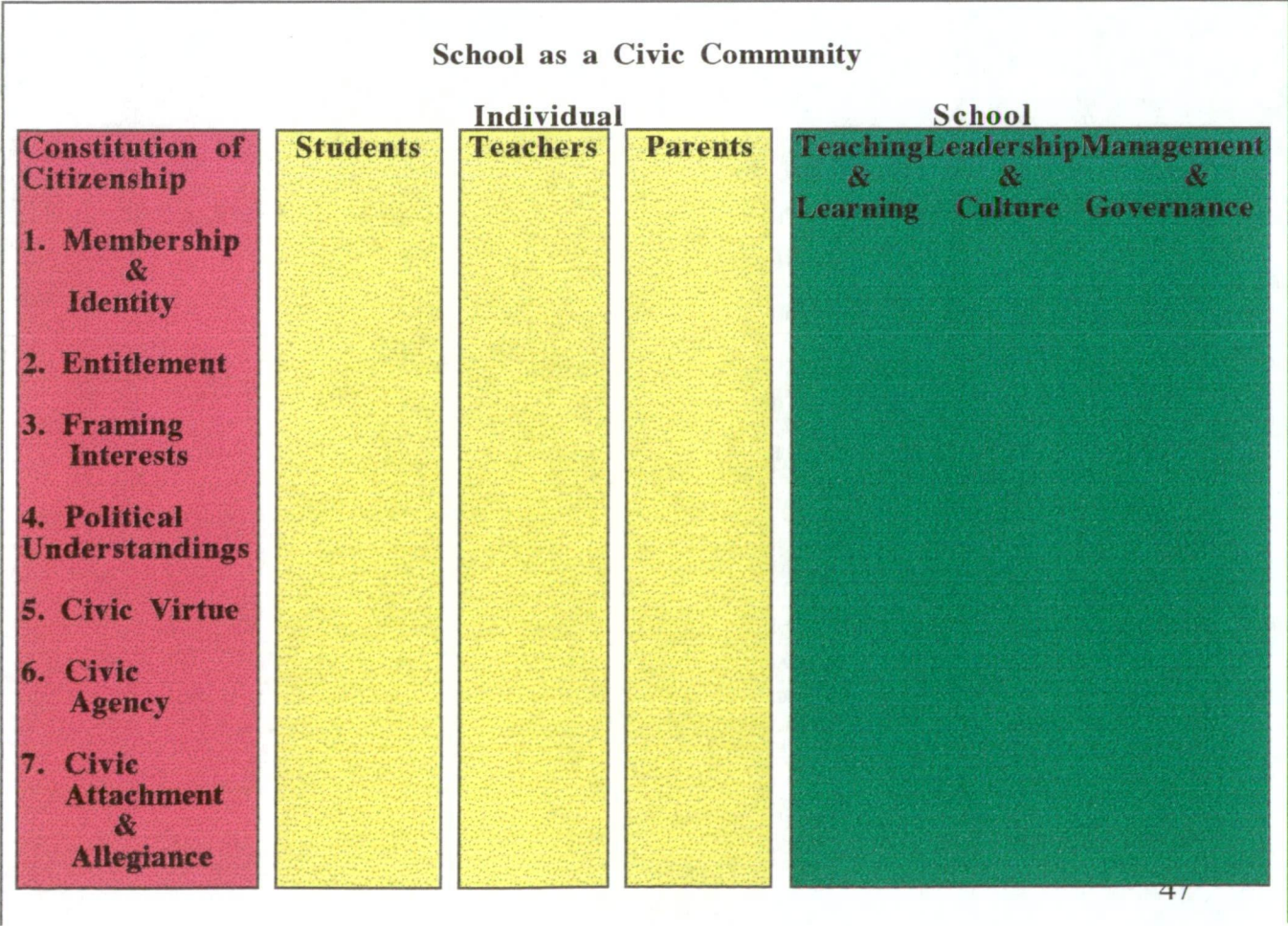
3.2 A Conceptual Framework for a Study of the School as a Civic Community

This study uses Miles and Huberman's notion of a "bin" to describe how the researcher builds the conceptual framework to focus the investigation. "Bins come from theory and experience, and (often) from the general objectives of the study envisioned" (Miles and Huberman, 1984, p.28). To develop an adequate conceptual framework for the study, dimensions were added from all three sources. The researcher's prior knowledge and

experience as a practitioner in the field provided additional dimensions to those yielded by the theoretical perspectives. The research questions in Chapter One contributed dimensions particularly to the bins. From these sources, the conceptual framework was developed. It should be noted that at this stage, it provides only a conceptual framework, and is not intended to display all the interrelationships between the dimensions or components.

In the conceptual framework the main actors to be studied are the students, parents and teachers. The framework assumes some relationships between the components and all the elements, and for this model, the linkage is through the “constitution” of citizenship concepts.

Fig. 2 Conceptual Framework for the Study of the School as a Civic Community



As mentioned previously in Chapter Two, this work is extracted from various writers in the field including Hogan, Lamb and Fearnley-Sander (1997) “analytics”. These writers provide a starting point from which to build a conceptual framework as it displays the notions and descriptive outline for considering citizenship in this way. The “constitution” of citizenship particularly for schools, developed by the researcher and a co-researcher (Gray and Rimes, 1997), acts as the theoretical framework for considering the data. The study takes various cuts through the conceptual framework to investigate the main dimensions for investigation.

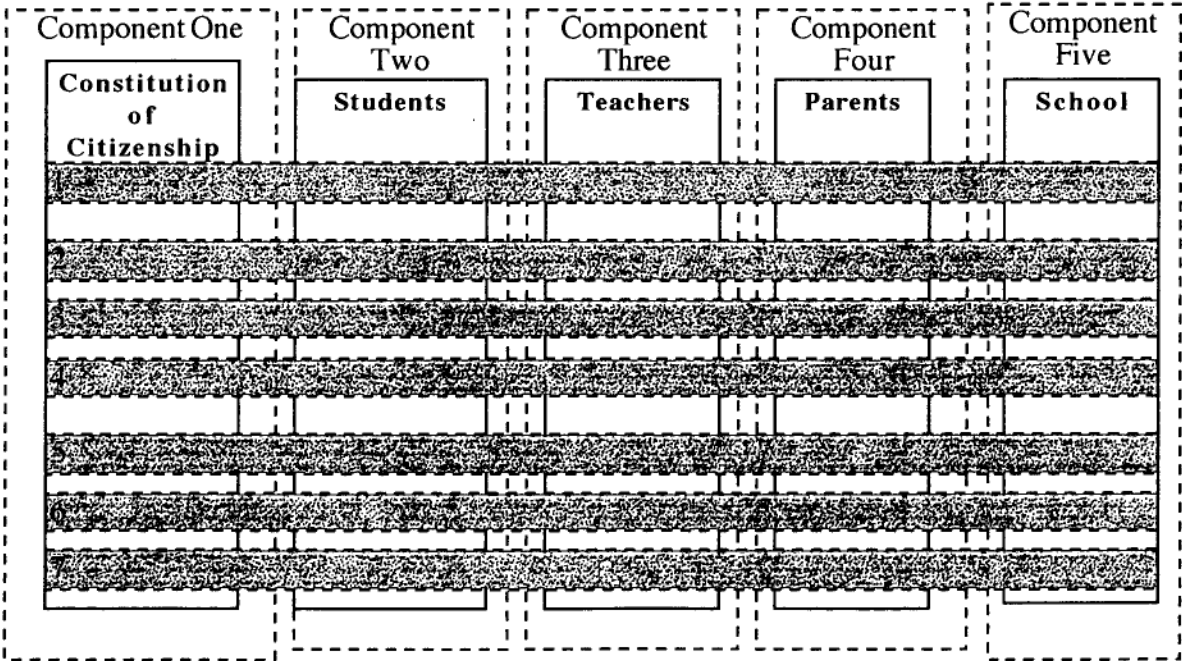
3.2.1 Component One - “Constitution” of Citizenship

In examining the literature and the various discourses, each model of citizenship specifies the “constitution” of citizenship in different ways and have strengths and weaknesses both descriptively and prescriptively. Since the focus of this study is descriptive, the researcher is less interested in assessing the moral and political claims of the various models. The aim is in drawing on them to develop an heuristic “analytics” of citizenship as a prologue to an empirically grounded account of the ways Australians “constitute” citizenship.

Component One focuses on the ways that individuals “constitute” and practice citizenship in Australia, in terms of the following conceptions, understandings, dispositions, capacities and behaviours. Seven broad dimensions are identified as significant within this component. These seven interrelated dimensions are drawn from the work of Hogan (1996b) and Hogan, Lamb and Fearnley-Sander (1997).

As mentioned previously, Hogan (1996b) first translated liberal democratic principles into a series or set of “core civic capacities”. He stated these should be considered the primary focus of a program of citizenship education. He identified these four core civic capacities of “framing interests; civic identity; civic virtue and civic agency”. Ongoing research by Hogan, Lamb and Fearnley-Sanders(1997) together with a systematic review of the political theory of citizenship (Hogan, 1996b; 1996c; Hogan et al., 1997) points to a heuristic “analytics” of citizenship. Initially, they broadly considered six civic capacities and then later included “entitlement” and changed “civic identity” into one called “membership and identity”.

Fig. 3 Cuts through the Conceptual framework to investigate each of the broad dimensions



The researcher in translating these broad dimensions for the purposes of schools uses these to address a range of fundamental theoretical issues in educational, social and political theory through the various components in the study. The “constitution” of citizenship of “membership and identity; entitlement; framing interests; political understandings’ civic virtue; civic agency; civic attachment and allegiance”, is used to identify how a group of year ten students, their parents, and teachers construct their own citizenship at the level of social practice in one school and its community. Fig. 3 outlines the cut through the conceptual framework through which these are examined.

3.2.2 Component Two - Students

Component Two derived from research and the literature, popular themes regarding student participation in decision-making at both the personal, and school level. Writers such as Johnson and Johnson (1989); and Skilbeck (1984) argue that students as learners, must be given opportunities to be active, engaged and responsible. A number of writers such as Dynan (1980); Meighan (1977); and Semmens (1995) suggest that many students are alienated from schools because of inequalities and schooling processes. Fullan, Bennett and Rolheiser-Bennett (1990) claim that improvements are required at the classroom level and at the level of the school as an organisation in order to fully enable each member to participate as learners. The question is what kinds of pedagogical or instructional changes will make learning intrinsically more engaging for students (Fullan, 1993, p.184).

As mentioned previously, pedagogical practices need to enhance students’ learning and success at school. Data collected on students’ goals and achievements may examine such

issues highlighted by Maas (1990) and, Polk & Tait (1990) that show that certain economic conditions affect the social behaviour of young people in the community. For example, unemployment leads to some students feeling isolated from its community by the lack of opportunity to participate in the wider arenas of community life. Semmens (1995, p.12) argues that in schooling for citizenship in a democratic society, “if all students were to receive equal encouragement to succeed regardless of race, class or gender, fewer students would be marginalised and the consequent greater sense of belonging would reduce the amount of hostile and law-breaking behaviour”.

Many dimensions are derived from this component because these year ten students are of major focus in the research. The data examines social and political issues, citizenship and views on schooling, to enable the researcher to gain a better understanding of how these students frame their attitudes.

3.2.3 Component Three - Teachers

Component three derives from particularly the “school effects” and “effective schools” literature strong evidence that the effect of the individual teacher is considerable for part of the variance in student achievement at the school and classroom level (Reynolds, 1994). Hill et al. (1993, p.15) argues that “it is primarily through the quality of teaching that effective schools make a difference”. Research has shown that the relationship between teacher expectation and student achievement is well established (Brophy and Good, 1986; Rowen, 1996). Reynolds (1994, p.6) also argues that students are more likely to achieve at a higher level when schools have “teachers who have high expectations and whose behaviours convey the belief that all students can learn”.

This component requires serious consideration in relation to the achievements of the school because unless teachers believe that they have control over a significant proportion of student learning outcomes there will not be a belief that students are capable of improved performance. This is particularly relevant in considering students' level of political literacy and whether teachers recognise that they can make a difference. Research in relation to citizenship education determines that the quality of teaching does influence student's political understanding and achievement levels (Gilbert, 1996; Print, 1995).

There is also considerable evidence to suggest that teachers believe that they have the skills to affect the learning of their students (Cohen, 1983). Johnson (1986) argues that professional efficacy is the primary motivator of teachers. There are links between this component and those of component five, and there is ample evidence to suggest that if teachers are to achieve high student learning outcomes they need to be provided with strong school organisation and management support.

3.2.4 Component Four - Parents

Component four derives from research that parents must be active participants in the education of their children (Marsh, 1988, p.82). There are strong theoretical links to research on educational attainment. Studies have found that educational attainment of parents is a strong determinant for student educational attainment and career aspirations (Verba, Schlozman & Brady, 1995).

Local community influence and participation in schooling is considered to be one of the many dimensions in the culture of a particular school. Participation referring to a partnership between parents and school staff in various domains of the school outlined in Component Five. Manning (1983) and, Morgan and Scott (1977) argue that the input from a few parents active in their school communities is largely an involvement rather than a participatory one. Involvement referring to those activities that have been designed and initiated by the school leaders or teachers.

The attitudes and belief systems of the local and wider community can have a major effect on what happens in schools, but the extent and nature of a school's responsiveness to such influences cannot be assumed. Social aspects of the local community will be most influential on school development when the culture of the school itself values the community participation. School effectiveness research indicates that greater community involvement in school management usually enhances children's cognitive and affective development (Holt and Murphy, 1993).

3.2.5 Component Five - The School

This component is derived from theories and research on school and classroom effects; school improvement and change; organisational and management theory; and studies of links between education and citizenship practices. In determining "schools as complex organisations" (Marsh, 1988, p.61), this component is also derived from the experience of the researcher in determining and monitoring both school and classroom effects, and effectiveness of strategies and practices at the "institutional" school level. The researcher believes that continuous improvement and structural change require ongoing monitoring

systems to assess progress towards desired outcomes for both students and the organisation.

In Component Five, through examining both the micro-level of the classroom, and the macro-level of the school, through the lens of the three Sub-Components: “Teaching and Learning”; “Leadership and Culture”; and “Management and Governance”, the researcher is able to report with respect to particular practices across the school in relation to citizenship at this snapshot in time. Most studies on school effects have been unable to investigate the important issue of stability of school effects over time.

The three Sub-components were framed by the researcher from determining the broad constructs within effective schools literature by Creemer and Scheerens (1989); Levine (1992); Levine and Lezotte (1990); Mortimore (1996); Purkey and Smith (1983); Scheerens (1992) such characteristics of school climate and culture; leadership; instructional practices; organisational practices; and the literature on quality management practices; school accountability and performance indicators (Cuttance, 1994; Fullan, 1991; Oakes, 1986).

Most school effectiveness research implies that the instructional processes are seen as the most direct determinants of school learning and achievement, and that organisational and curricular conditions at the school level are thought of as more indirect conditions of educational achievement. As school effectiveness research shows, schools differ in the degree to which achievement is emphasised in school policy and teacher expectations.

3.2.5.1 Sub-Component A - Teaching and Learning

This Sub-component is derived from research by Print(1995) and others who examine different teaching practices necessary to engage students actively in their own learning. It is also based on the premise that for any educational change in the school setting it will depend on what “teachers do and think - its as simple and as complex as that” (Fullan, 1993, p.117). This sub-component is examined using the two broad dimensions of the teacher, and the learner, and narrows the focus to pedagogical and curriculum practices of the teacher and their relationship with students. The study uses various data gathering techniques to determine the practices of the teacher which enhance the citizenship practices of students.

Although research is inconclusive at this stage in relation to pedagogical practices and civics education, Johnson and Johnson (1989; 1990) conducted a review of general research findings which showed that co-operative learning practices cause: higher achievement; increased retention; greater intrinsic motivation; greater collaborative skills; positive heterogeneous relationships; and better attitudes towards teachers (Fullan, 1993, p.185).

Studies by Dawson, Prewitt & Dawson (1969); Hepburn (1984); Tapper and Salter (1979); and Webb (1979) all agree that the democratisation of the classroom was the essential precursor to the fostering of particular attitudes and values consistent with a mature democracy.

3.2.5.2 Sub-Component B - Leadership and Culture

Research clearly shows organisational conditions within a school can affect very greatly how individuals operate. Much of the current literature on leadership, culture and ethos, examines the norms, values and structures of the school as an organisation and the relationships of the constituents. Literature by Hargreaves (1992); Mortimore and associates (1988); Nias (1989); and Rosenholtz (1989) examined many aspects regarding teacher and student commitment heavily influenced by school characteristics and a collaborative work culture.

Rosenholtz (1989) points to the centrality of the leaders, in particular the principal, in working with teachers to shape the school as a workplace to develop shared goals, practise collaboration, provide opportunities and promote student learning. Cooperative leadership is demonstrated in various ways particularly through a clear sense of purpose developed and shared by the school community. Fullan (1993) argues that the role of the leader is in transforming the culture of the school. In developing the civic capacities of each of its constituents, it is important to examine the extent to which responsibility is actively assumed and shared by each of its members.

This sub-component uses the term 'culture' as the way of life of a given organisation particularly as reflected in these shared values, norms, symbols and traditions. By using more effective strategies for collaborative decision making at the school level, the potential for effective change could be increased. Literature shows some links between the ethos of the school and modelling civic practices (Harber, 1991; John and Osborn,

1992, p.163; Wringe, 1984). This study uses the broad dimensions of leadership and culture as the lens through which the data is collected and analysed.

3.2.5.3 Sub-Component C - Management and Governance

This Sub-component is derived from research on effective school-based management; shared decision-making practices; parental and community involvement and participation; and effects on student attainments. Holt and Murphy (1993) found that school effectiveness was influenced by how successfully school councils, principals and governing bodies functioned. Simpkins (1994) found that while local school management may enhance efficiency, it did not automatically improve the effectiveness of student outcomes. Findings by Crosby (1991) suggest that school-based management and shared decision-making does lead to school improvement in instruction, curriculum, collaboration, teacher autonomy and collegiality.

Lezotte and Jacoby (1991); McGaw et al. (1992); and Sagor (1991), argue that an effective school will be heavily involved in collaborative decision-making practices. Cumming (1992a, p.59) also argues that in a truly cooperative venture everyone wins. Constructive dialogue between each of the constituents in the school, can build a genuine partnership between all the players, bridge the gaps and make the connections for students to become successful learners (Allen, 1992, p.105-106). It is clear that many writers believe the importance of management practices and participation practices as key dimensions for examination at the school level. This study uses management practices and governance as another lens through which the deliberative practices of the school are analysed.

3.3 The Case Study Methodology

3.3.1 Single Case Study

The secondary school in this study was initially selected because of its relevance to the researcher and also because it was representative of government suburban high schools in an Australian Research Council Project “From Civics to Citizenship” through the Centre for Citizenship and Education, University of Tasmania. The University Research Team were keen to use the survey questionnaire data collected from the year ten students, their parents and teachers in this larger project. During the completion of this thesis, the researcher became part of the team and was able to contribute educationally in practical terms as an experienced principal of a large Tasmanian government senior secondary school.

The researcher was aware that in studying a single school site its presentation as a single case raises the question of generalisation and application to other situations. Stenhouse (1988 cited in Hall, 1992) argues that generalisation and application are matters of judgement and not just calculation and that, therefore, a single case study can be illuminating. Adelman, Jenkins & Kemmis (1980, p.52) note that a case study can provide a natural basis for generalisation as it invites the reader to “employ the ordinary processes of judgement by which people tacitly understand life and social actions around them” thus enabling theory construction rather than verification. Case study is not necessarily restricted in scope but can according to Delamont and Hamilton (1982. p.234) “acknowledge both the particulars and universals of classroom life.”

Burns (1995, p.314) claims a single case study can “represent a significant contribution to theory building and assist in refocussing the direction of future investigations in the area.” Yin (1994, p.107) defines a case study as an empirical inquiry that “investigates a contemporary phenomenon within its real-life context; when boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” By using a range of qualitative and quantitative methods which provide different approaches to the same research questions, the researcher and the reader can gain significant information explored throughout the study by both approaches.

3.3.2 Triangulation

Despite the recognition of the advantages of combining qualitative and quantitative methods in a single case study, the researcher found few guidelines existing for assisting in accomplishing this goal. Duffy (1984, p.131) delineates that theoretical triangulation involves the use of several frames of reference or perspectives in the analysis of the same set of data. Data triangulation attempts to gather observations through the use of a variety of sampling strategies to ensure that a theory is tested in more than one way. In this study, through the use of a range of research tools, data collected through the survey instruments, were tested through interviews, observations and focus groups to ensure methodological triangulation.

The methods used in this study were selected according to their relevance to the nature of the phenomenon being studied. The researcher was interested in the ways individuals constitute and practice citizenship, in terms of their conceptions, understandings,

dispositions, capacities and behaviours, therefore it was necessary in the study to use research methods that would provide the data to attempt to analyse this. This researcher was aware of the need to continuously evaluate the methodological approach to maximise the validity of the entire research study.

3.3.3 The Selection of the Case

The case selected for the study is a suburban government secondary school with a current population of seven hundred and eighty students from Years 7 to 10. The school's geographical boundaries are wide, considered as both urban and rural, with many students travelling daily by bus. The school offers a diverse curriculum across each year group catering for a wide range of students abilities and needs. The majority of students in Years 9 and 10 are studying accredited Tasmanian Certificate subjects.

This study focuses particularly on this Year Ten cohort ($n = 151$) within Southern High School. It investigates the character, social formation and demography of citizenship and education on this sample of students, their parents and teachers. The study then shifts its focus to the school itself and the way it enables each of these constituents to practise their citizenship right in the context of the school as a civic community.

During high school and adolescence, students make crucial choices about their current and future interests, their identities, their obligations to others, that will determine their relationship to civil society and the political order. Studying the cohort of students in Year Ten at this particular high school, may provide a greater understanding of how these

attitudes and choices are formed, and the various roles of the school, its teachers, other students, their families, and other influences have in determining these.

3.3.4 Population and Sample

The case study draws on this one secondary school. Within the school, the survey sample is all Year Ten students ($n = 151$); one of their parents or carers ($n = 151$); and the Year Ten teachers ($n = 20$). Survey instruments were distributed to each of these cohorts. As part of the population sample, follow up focus group interviews were conducted with each of these constituent groups, as well as interviews with key leaders identified within the school and its parent community.

The survey instrument was distributed in March 1997, to the Year Ten students of Southern High School, in order to capture the range of classroom and teacher effects at the end of compulsory schooling, and to attempt to represent the high school experience in Tasmania. The survey instrument designed for adults was distributed to all Year Ten parents or carers, with the expectation that one parent or carer would complete the survey. The sample for both students and their parents were linked with a common Identification Descriptor number and a database using the Computer program SPSS was developed and contributed to the larger sample within the University of Tasmania's ARC Project referred to previously. The adult surveys with modification to Section D of the survey instrument, (See Appendix A) were distributed to twenty teachers in the school who teach subjects to year ten students, with an expectation that all these teachers would complete the survey.

3.3.5 The Boundaries of the Case Study

The boundaries set for the case study are important. Writers such as Adelman et al. (1983); Burns (1995); MacDonald and Walker (1975); Miles and Huberman (1984); Slavin (1992) state the need to set parameters of a study. This brings out the issue of difference in using both qualitative and quantitative methodology that have been considered by the researcher.

This study uses essentially an “investigative” process through both qualitative and quantitative methods to gain richer information for consideration. The parameter of the study is the setting of one secondary school ($n = 1$) as a single case study site. The sampling parameters of this study are set by the conceptual framework and the research question, which determine the foci and boundaries within which samples are selected. The parameters set around the data sources are as follows:

- **Survey Instruments** - a finite number of people;
 - a) all Year 10 students ($n = 151$);
 - b) one parent or carer of all Year 10 students ($n = 151$);
 - c) Year 10 teachers ($n = 20$).
- **Interviews** - key members of the school community were selected to gain their perceptions on citizenship and the role of the school in fostering civic and civil participation.

- a) Principal (n = 1);
 - b) Assistant Principals (n = 2);
 - c) Parents and Friends Association President (n = 1);
 - d) Studies of Society and the Environment Co-ordinator (n = 1).
- **Focus Groups** - the following groups were selected for planned group sessions to gain insight into their views on participation, and to elicit further information about how the school acts as a civic community.
 - a) Year 10 students (n = 2 groups);
 - b) Parents (n = 2 groups);
 - c) SOSE teachers (n = 1 group)
 - **Observation** - A small allotment of time was given for classroom observation to focus on students and their interactions with teachers, and their participation in deliberative practices.

The study continuously refocusses and redraws the parameters during fieldwork, and these initial selections are determined by the researcher. Because many permutations are possible this study has selected the school, year 10 students, their parents, and teachers, and has used the “constitution” of citizenship (Gray and Rimes, 1997) through which this study will analyse the data collection. As repeatedly mentioned, it is impossible for the full range of aspects of secondary education as they might affect citizenship and civic practices and processes to be explored fully, so the researcher has attempted to set these realistic parameters.

3.3.6 Data Process

Early consultation and discussion about this study determined a stage approach but with two major stages in data collection between March and November, 1997 as referred to earlier in this chapter. In order to avoid overloading the school and school personnel with school visits and survey instruments, the following staged approach was adopted:

Stage One - October - December, 1996:

- Framing the inquiry and developing the proposal after examining the literature.
- Discussion with the University of Tasmania research team to obtain access to survey instruments.
- Determining the sample for study.
- Contacting the school to determine their future interest in participating.

Stage Two - December, 1996 - March, 1997:

- Piloting the survey instrument for the ARC team with students in two sites, and assisting in the subsequent refinement of the instrument.
- Discussion and clarification of the research proposal with constituents and experts both at the University and members of DECCD.
- Participation in the ARC team meetings to determine and set the framework for the study as a Doctoral thesis.

- Permission sought from University of Tasmania Ethics Committee and DECCD through the Centre for Education ARC team.

Stage Three - March - August, 1997:

- Gathering of quantitative and qualitative data - survey instruments; structured interviews; document review; observation; focus groups.
- Data collection and analysis of survey using SPSS software.

Stage Four - June - November, 1997:

- Further analysis of data and determining themes.
- Writing research paper.
- Informal reporting to the school.
- Report to the school community.

3.3.7 Data Sources

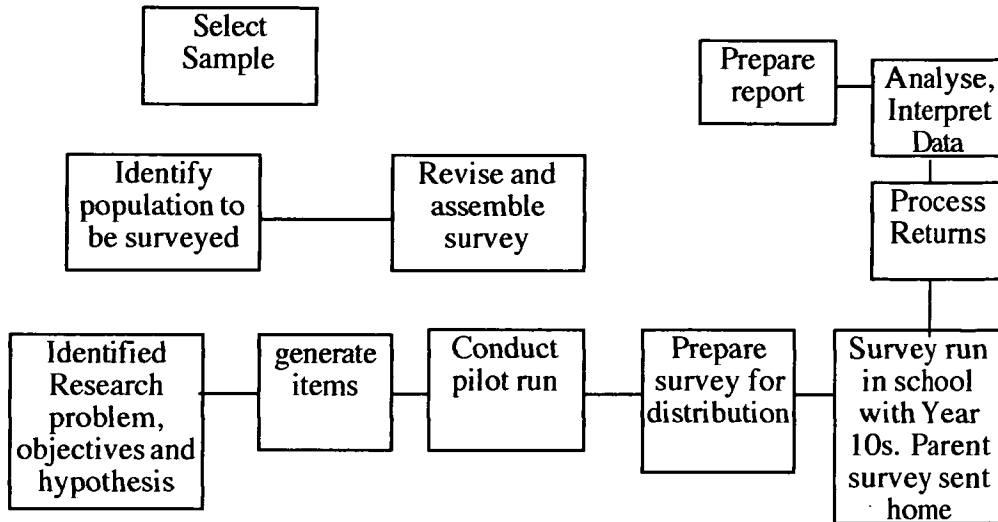
The case was constructed from several sources. Key sources of data were quantitative survey instruments conducted with year 10 teachers of the school, year 10 students and their parents/carers; interviews conducted with key personnel identified in Section 3.3.5; focus groups conducted with three key actor groups within the school setting. These are further described in this section. Official school documents were collected as sources of information. The researcher also maintained field notes on the data collected from these various sources (see Appendix B for sample sheets used in the study). The researcher was personally involved with all aspects of the site study.

3.3.7.1 Questionnaire Surveys

The survey instruments (Appendix A) used in collecting the data were constructed by the ARC team of researchers at the University of Tasmania, Centre for Education. This researcher was involved in piloting the survey instrument, and doing a preliminary analysis on one of the piloted schools in order to pretest questions and establish their validity, and also to obtain information about possible patterns of results. Piloting was also done by the team with the adult and teacher surveys.

The population to be sampled by both the ARC team and this study was defined as Year 10 secondary students, one parent or carer from each of the year 10 students, and a sample of year ten teachers. The questionnaire uses “selected-response” or “forced-choice” (Wiersma, 1995, p.181) items for which the respondent selects from two or more options. This type of item was considered to enhance consistency of response across respondents; data tabulation was reasonably straight-forward and less time-consuming. The disadvantage could be seen as possibly “closing in” the respondents on the breadth of their response, but because of the survey’s length, it also required less effort from them in constructing a response. The selected-response format used a quasi-Likert Scale with the sets appropriate for the items used, and also requiring the respondent to sometimes rank their response e.g. First most important... In relation to the case study, the questionnaires used provides a stimulus to the reader to go beyond the descriptive account and begin the interpretative process.

Fig. 4 Sequential Activities of the Questionnaire Survey



3.3.7.1.1 Procedures for Increasing Response Rate

Slavin (1992) and Wiersma (1995) regard one of the persistent problems with questionnaire studies, is the possibility of a high rate of non-responses. The validity depends on the response rate and quality of the responses. To overcome the possibility of a high-rate of non-response to the survey, the researcher negotiated time for the Year 10 students to complete the survey during class-time. The “quality of response” depending on the completeness of the data was attempted through the same procedure.

To overcome the possibility of a high-rate of non-response in the parent survey, the researcher distributed them with each student, and the school did a follow-up reminder through the school newsletter stressing the urgency of responding. To overcome the possibility of a high-rate of non-response to the teacher survey, the researcher distributed

them to the school through the Assistant Principal stressing the urgency in completing the instrument.

3.3.7.2 Interviews

In order to gain richer data which would triangulate the data from the questionnaires, two types of interviews were conducted with various constituents. These interviews took the form of structured interviews with key individuals; and focus group interviews using more open-ended informal structure with the various constituents.

3.3.7.2.1 Structured Interviews

Wolcott (1988, p.195) describes the “key-informant” interviewing technique as interviewing “an individual in whom one invests a disproportionate amount of time because that individual appears to be particularly well-informed, articulate, approachable, or available.” The key informants identified in this study for interviewing were the Principal, the Assistant Principals, President of the Parents and Friends Association, and the Co-ordinator of Studies of Society and the Environment (SOSE) learning area in the school. Three similar formal, structured, interview schedules were developed which were used to provide a framework for the interviews with these key informants. These individual schedules enable the researcher to explore each interviewee’s perceptions of the school and its processes and practices which impact on citizenship outcomes. Interviewees were asked about their particular roles and responsibilities within the school and its community in developing these capacities.

The interview situation was used to elicit different kinds of data and to verify information about the state of civics and citizenship education at the time of the research, and any other important contextual matters. Interviews with the leaders focused more on the school's role in a global sense, and school issues. The interviews also included discussion of the interviewee's perceptions of the impact of community participation and participatory decision-making on developing civic capacities. Each were asked a pre-defined set of questions (see Appendix B) in which respondents were asked to clarify or expand their responses. Approval to tape these interviews was sought from each of the interviewees and the tapes were scribed and used as a basis for verification of the contextual matters. These interviews will enable further reliability checks to be carried out on data obtained through other instruments by comparing responses to questions of a similar nature.

3.3.7.2.2 Focus Groups

The study uses focus group discussions as a method of collecting and enriching the data. These focus group discussions were planned group conversations that were tape-recorded (Krueger, 1988). This study uses this method with students (n = 2 groups); parents (n = 2 groups); and teachers (n = 1).

Although carefully planned questions are used to stimulate conversation, the discussions themselves are not closely controlled. This technique encourages participants to respond using their own thoughts and conversations (Krueger, 1988), rather than simply reacting to questions or in one-to-one interview situations. The powerful nature of this technique

mirrors the group or social context within which people experience citizenship because participants may be influenced by one another in what they state.

Conover et al. (1991, p.805) who used this technique in a major study examining citizens' conceptions of rights, duties and civic identities in the United States and Great Britain, states that there are drawbacks to this kind of qualitative research because participants are not representative of any particular population and thus the results are not generalisable in a statistical sense. Conover et al. (1991, p.805) state that "if we understand how people in liberal polities think about citizenship, we must begin by listening to how they talk about it and by analysing the language they use".

In this study, the researcher analyses the results of the discussions with the five focus groups. Each group were asked a series of basic questions (see Appendix B), but were able to move out of these boundaries to explore the issues. The questions were identical for each particular group type (parents; students; teachers). The discussion expect to take about thirty minutes without a break. The transcripts are analysed in two stages. Firstly, they will be read through in order to identify descriptive and inferential ways for classifying the respondent statements. Secondly, these statements will be subjected to a pattern analysis (Miles and Huberman, 1984, p.67-78), to identify common themes in the understanding of the seven key concepts of citizenship (Gray and Rimes, 1997).

3.3.7.3 Document Collection

The following documents were considered important to collect for analysis - school plan, policy statements, annual report, newsletters, school magazines and any other

documentation the school also determined important in relation to explaining school processes and practices. These documents were important in developing a chronology of events which led to their formation. It was also important to create an analytical picture of their process development to determine the key actors involved as part of the process. The analysis of the text extracted from these documents uses the key concepts of citizenship as a framework. Text is also used in providing supporting evidence when examining the school practices and processes that enhance citizenship referred to later in this study.

3.3.7.4 Observations

There are a wide range of observation systems available particularly in the school setting at the micro-level of the classroom. Galton (1989) and Simon and Boyer (1970) have summarised some of these observation systems, but it is important to contextualise their uses. In selecting suitable observational systems for this study, the researcher found it useful to group them into checklists, sign systems and category systems, and analyse their relevance as a tool for the study.

This study uses a checklist approach and provides a series of items which can be recorded as present or not present in a particular classroom, or in the school. These will be useful for any replication of the study as they are useful in making comparisons across classrooms and school sites. This study developed tools for recording school contextual information; school decision-making structures and activities existing in the school; and an interaction tool to record conversation.

3.3.8 Variables for Investigation

The various data sources were used to provide information through the conceptual framework shown in Fig. 2, in relation to the research questions. In building the case study aspects, the dimensions of the conceptual framework were addressed through the documentation of themes, events, practices, behaviours, and opinions. Variables for investigation of the components of the conceptual framework are summarised in tabular form (Tables 1 - 5). Multivariate techniques are used to measure the relationships between the dependent and independent variables.

**Table 1 Variables for data collection Component One -
“Constitution of Citizenship”**

Broad Dimensions	Sub-scales (with Variables)
1. Membership and Identity	<ul style="list-style-type: none">• Sense of civic identity & membership (Students: A4, A6, B3, B5, B6, C9, G2, G10; Parents: E2, E4, B4)• Sense of national identity (Students: B7, F1, F2, F6; Parents: B1, B3, B5, B14))• Sources of Influence (Students: B4, G22, H7)
2. Entitlement	<ul style="list-style-type: none">• Sense of entitlement (Students: F7, F8; Parents: A13, A14, B8, B9, C9, C10, C11, C12, C13, C14, C15, C16, D8, D9, D10, D11, D12))
3. Framing Interests	<ul style="list-style-type: none">• Conceptions of well-being (Students: C1, C2, C3, C4, C6, D2, D9, D10, D11, G2, G12, G13; Parents: A3, A10, B13, E18) <p>Sources of influence (Students: C5, C7, C8, C10, J15; Parents: D7, E17, E32)</p>

4. Political Understandings	<ul style="list-style-type: none"> • Level of interest in politics (Students: D1, D3, D8, D10, D11, D13, D14, D15, F2, F3, F4, F5, F7, F8, G11, G16; Parents: A1, A2, A4, A5, A7, B5, B6, B10, B15, D23, E23, E37) • Political knowledge (Students: K1, K2, K3, K4, K5, K6, K7, K8, K9, K10, K11, K12; Parents: F1, F2, F3, F4, F5, F6, F7, F8, F9, F10, F11, F12)
5. Civic Virtue	<ul style="list-style-type: none"> • Sense of justice, obligation, public service (Students: D6, F1, F5, J6, J7, J9; Parents: B3, C3, E15, E26, E27) • Source of influence (Students: J8, J19; Parents: E28, E31)
6. Civic Agency	<ul style="list-style-type: none"> • Sense of Efficacy (Students: F7, F9; Parents: A12, B11, B16, C4, D15,) • Civic Agency (Students: B5, D4, D5, D7, D16, F8, G5; Parents: B12, C3, C5, C6, C7 C8, D12, D13, D14, E15, E24, E27, E30) • Sources of influence (Students: B6, G20, G21)
7. Civic Attachment and Allegiance	<ul style="list-style-type: none"> • Political Trust (Students: B4, D12, E1, E2, E3; Parents: A6, A8, A9, B2) • Civic Exchange (Students: G20, H7)

Table 2 Component 2 - “Students”

Broad Dimensions	Sub-scales (with Variables)
1. Student Characteristics	<ul style="list-style-type: none"> • Social Characteristics (Students: D2, D14)
2. Attitudes to Social and Political Matters	<ul style="list-style-type: none"> • Peer Group (Students: B1, B2, B3, H7) • SES Characteristics (Students: J10, J11, J12, J13) • Popular Culture (Students: H1, H2, H3, H4, H5, H6)

3. Attitudes to Citizenship	<ul style="list-style-type: none"> • Sense of civic virtue (Students: F1, F5) • Sense of civic agency (Students: D16, F7, F8, F9, G22) • Sense of civic attachment (Students: D12)
4. Attitudes to Schooling	<ul style="list-style-type: none"> • Views on subject choice (Students: G1, G16, G17) • Educational aspirations (Students: C2, C3, C4, C6) • Participation in extra-curricular activities (Students: G5, G9) • Sense of trust in school (Students: E2, E3, G18, G19) • Relationship to school (Students: G6, G8, G20)

Table 3 Component 3 - “Teachers”

Broad Dimensions	Sub-scales (with Variables from teacher questionnaire)
1. Family Characteristics	<ul style="list-style-type: none"> • Family Background Characteristics (Teachers: E5, E6, E10, E11, E12, E13, E14, E34, E35, E36, E38, E39, E40) • Social Characteristics (Teachers: E17, E33) • Family Practices and projects (Teachers: D21)
2. Attitudes to Social and Political Matters	<ul style="list-style-type: none"> • Popular Culture Attachments (Teachers: E19, E20, E21, E22) • Sense of interpersonal trust (Teachers: A8, A9) • Sociability (Teachers: E15, E18)
3. Attitudes to Citizenship	<ul style="list-style-type: none"> • Parent civic orientations (Teachers: E8, E24, E25)

	<ul style="list-style-type: none"> Degree of civic involvement (Teachers: C1, C2, C3, C4)
4. Attitudes to Schooling	<ul style="list-style-type: none"> Sense of trust in the school (Teachers: D6, D20) Relationship to school (Teachers: D15, D16, D17)

Table 4 Component 4 - "Parents"

Broad Dimensions	Sub-scales (with Variables from parent questionnaire)
1. Family Characteristics	<ul style="list-style-type: none"> Family Background Characteristics (Parents: E5, E6, E10, E11, E12, E13, E14, E34, E35, E36, E38, E39, E40) Social Characteristics (Parents: E17, E33) Family Practices and projects (Parents: D21)
2. Attitudes to Social and Political Matters	<ul style="list-style-type: none"> Popular Culture Attachments (Parents: E19, E20, E21, E22) Sense of interpersonal trust (Parents: A8, A9) Sociability (Parents: E15, E18)
3. Attitudes to Citizenship	<ul style="list-style-type: none"> Parent civic orientations (Parents: E8, E24, E25) Degree of civic involvement (Parents: C1, C2, C3, C4)
4. Attitudes to Schooling	<ul style="list-style-type: none"> Sense of trust in the school (Parents: D6, D20) Relationship to school (Parents: D15, D16, D17)

Table 5 Component 5 - “The School”

Broad Dimensions	Sub-scales (with Variables)
1.1 Teaching Practices	<ul style="list-style-type: none">• Curriculum Practices (Students: G7; Parents: D20)• Pedagogical Practices (Students: G7, G17; Parents: D7, D14,)• Teacher Satisfaction (Students: G3)
1.2 Learning	<ul style="list-style-type: none">• Academic/Non-academic programs (Students: G1, G5)
2.1 Leadership Practices	<ul style="list-style-type: none">• Leadership Practices (Students: G14, G15; Parents: D18, D19)
2.2 Culture	<ul style="list-style-type: none">• School Climate (Students: G8; Parents: D17)
3.1 Management Practices	<ul style="list-style-type: none">• School Governance (Students: G2, G11, G21; Parents: D12, D13)
3.2 Participation Practices	<ul style="list-style-type: none">• Civic Community (Students: F7, F8, G10; Parents: D5, D5; D8, D16, D19)

3.3.9 Analysis of the Case Study

“‘Analysis’ means the categorising, ordering, manipulating and summarising of data to obtain answers to research questions” (Kerlinger, 1986, p.125). The purpose of analysis is to reduce data to intelligible and interpretable form so that the relations of research problems can be studied and tested. The quantitative data were analysed, then summarised both numerically to compare the obtained results with the chance

expectations. These data were then triangulated with the data collected through qualitative methods.

Evidence from the case study was analysed as a single case analysis. Data collected from interviews, both structured and focus groups, were collated using the key determinants derived from the conceptual framework. Techniques were used in the study, such as clustering themes, noting patterns and subsuming particular items and events into the general to enable the process of data reduction. Once summarised according to the variables of the conceptual framework, the data from the single case study was tabulated in a working document. This document forms the basis of the analysis of the case.

Chapter Four establishes a brief profile of the school which is further analysed in Chapters Eight, Nine and Ten examining the ways the school functions in developing civic capacities of its constituents. Chapters Five, Six and Seven give descriptive analysis of the data collected from the students', parents' and teachers' survey questionnaires and other rich data collected, and uses a broad range of questions to provide a synthesis of the views and attitudes of these constituents to civics, citizenship and citizenship education.

3.4 Methodological Issues

Through combining the two methodologies of qualitative and quantitative data collection in a single case study, the researcher is attempting to overcome some of the methodological issues around the capacity of this study to be 'representative' particularly when using one case, and, what that one case can tell about meanings and

understandings of citizenship in a particular community that may have application to other contexts. These methodological issues are explored briefly in this section.

3.4.1 Credibility or Internal Validity

The validity of this study involves the interpretation of the research results with confidence and the generalisability of the results. Reliability and validity influence the credibility of the research and the confidence that can be placed in the findings.

3.4.2 Transferability

Generalisability is questionable in case study. The sampling in this study is purposive to maximise the range of information which is collected. For this reason, the researcher chose a single case study with a rich array of data collection to enable a range of evidence in similar contexts to be obtained.

3.4.3 Dependability

Concern for reliability comes from the necessity for dependability in measurement. The survey questionnaire for students was administered under standard, well-controlled, and similar conditions to minimise the error variance. Through the pilot study, items were tested for ambiguity and quality. As a qualitative researcher, concentrating on validity, the data are representative of a full picture of what is being investigated in this study.

3.4.4 Confirmability

It is important in the study to minimise the potential bias of the researcher and to strive for objectivity in interpreting the findings. There are alternative safeguards against unconstrained subjectivity in qualitative research. Yin (1994) recommends reporting all the steps of data collection, analysis and the grounds of interpretations. Erlandson, Harris, Skipper and Allen (1993) recommend setting up a “confirmability trail” for readers to check how findings and interpretations have been arrived at. Any bias that may be apparent in this study, was overcome by the use of data sources that checked and verified the comments made by students, parents and teachers. Each case study description was confirmed by those interviewed. Transcripts of interviews were kept.

Chapter 4

The School - A Profile

4.1 Overview

This chapter establishes the context of “Southern” High School referred to in this study. It sets out a brief historical and geographical context, and attempts to give an insight into the way in which the school is providing for its community’s education needs. As evidenced in its practices and documentation, Southern High School is concerned directly with student learning outcomes, and school development to enable improvements in policy, curriculum, teaching and learning, organisation, and support. The school has a strongly articulated focus on students reaching their full potential and preparing them to participate fully in civic and civil life (School Plan, 1997).

Throughout this chapter, the researcher focuses generally on a range of structures and processes particular to Southern High School which support student learning, incorporating issues of management and leadership, curriculum, training and development, communication and community participation within the perspectives and parameters of Departmental priorities and resources. This chapter acknowledges the changes currently being undertaken at Southern High School to equip students with the knowledge, skills and attitudes that they require to function effectively. The chapter also briefly considers some of the findings from the wide range of data collected to build a clearer picture of the school for the reader.

4.2 Historical and Geographical Context

4.2.1 Historical

The town and rural community of “Southern” lies some twelve kilometres south of Hobart. Prior to 1972, all secondary school age students travelled to Hobart or another southern suburb to complete their secondary education. In February, 1972 the community saw its vision of a secondary education facility at “Southern” realised. Southern High School was officially opened with an enrolment of 168 in its first year. “The first headmaster, ... and 12 staff taught classes under difficult conditions as the incomplete school was built over a 4 year period” (Gardam, 1988, p.18).

In line with government departmental building policy at the time, the school was built using an “open-plan” structure modelled on the British system, popular during this period. The interior design provides not only large open classroom spaces with central carpeted areas for assembling students for joint activities, but incorporates large open workshop spaces for practical courses. The design was to encourage “team” teaching, with joint planning and curriculum delivery. Since the school was built in the 1970s, few changes have been made to the exterior of the buildings and any new additions have been made architecturally compatible with notable exception, the demountable classrooms that have been temporarily added to cater for increased enrolment patterns. Over the years, there have been some minor changes made to the internal design to create more defined teaching area, and to meet the changing curriculum needs.

In the words of one of the Assistant Principals, “the school has gone about meeting the challenges placed on it because of its physical structure ... it has to a degree suffered from an “open-plan” image over the years with the community sometimes viewing the curriculum in the same unstructured way”. As the managers and staff talked to the researcher, they revealed something of the pressures from within the community to address this perceived perception of “open plan” being equated to “unstructured curriculum and organisation”. They felt more confident that they had changed some of the current community’s attitude to the school and this is borne out through the parental survey responses to Questions D6 **“How well do schools actually achieve these same objectives?”** 91.1% responded that this school “provides a good education”. In responding to Question D16 **“How would you rate your school on each of the following aspects?”** the parents surveyed, distinguished more readily between the various aspects of schooling. For example, when combining “excellent” and “good” characteristics, 80.6% were satisfied with the school’s wide subject choice, whereas 19.4% thought it “fair”.

The school student population has steadily grown to well over seven hundred, with the school gaining a good reputation and most of the parent population regarding the flexibility of the open spaces now as an advantage. The school over the years, has taken advantage of the open spaces and its “team-teaching” philosophy to create a “block” timetable structure that is different from most other high schools. Examples of how the school manages within the “block” timetable are described more fully in Section 4.5.1.

Historically, the school has had stability in its principal and staff. In the time since its opening in February 1972, Southern High School has had three substantive male

principals who have a strong allegiance to the school and what it stands for. For example, the previous principal who retired in 1994, had been a teacher and leader in the school for 22 years contributing to the ethos of the school through the priorities established during his leadership. In informal discussions with staff, they also expressed a strong desire for longevity in their teaching position within the school.

4.2.2 Geographical

Southern High School is situated in a suburb of southern Tasmania referred to in this thesis as “Southern”. “Southern” and environs has an estimated current population of 30,000 and is considered one of the population growth areas within the state. The suburb is recognised as beachside, and caters for a wide range of sporting and water pursuits. Southern High School is described as an urban school in a satellite suburb of the major city. In the past, the traditional lifestyle in the area was centred around marine and rural pursuits, and was a large holiday destination for some. The rural pursuits are mostly making way for large housing development in the area, the area has appeal for many because of the lifestyle and its proximity to both the city and the water. The area has become a series of large commuter suburbs, with only light industries remaining.

4.3 Demographics of the School within the Community

4.3.1 School Population

The school is a large, comprehensive, co-educational high school which caters for students from grade seven to ten. The current enrolment in 1997, is seven hundred and

seventy students. These students are drawn from its immediate area, and mainly come from a ten kilometre radius from the school. The school includes a proportion of around 2% of Aboriginal students, and 4% of migrants mainly from English speaking backgrounds. In addition, both the school and community are characterised by relatively high mobility of families and students. While the school covers a broad socio-economic range, it is fundamentally described as middle class. The school plan for 1997 highlights that although this is true, “the areas of comparative affluence hide pockets of poverty” (School Plan, 1997, p.6).

Much of the population is professional or semi-professional, and this is borne out through the survey data collected from both the year 10 students and parents although this data can not be generalised to the whole Southern High School parent population. The data collected on the number of unemployed (fig.5) in the survey is consistent with the ABS (1995) figures for this community being around 5%.

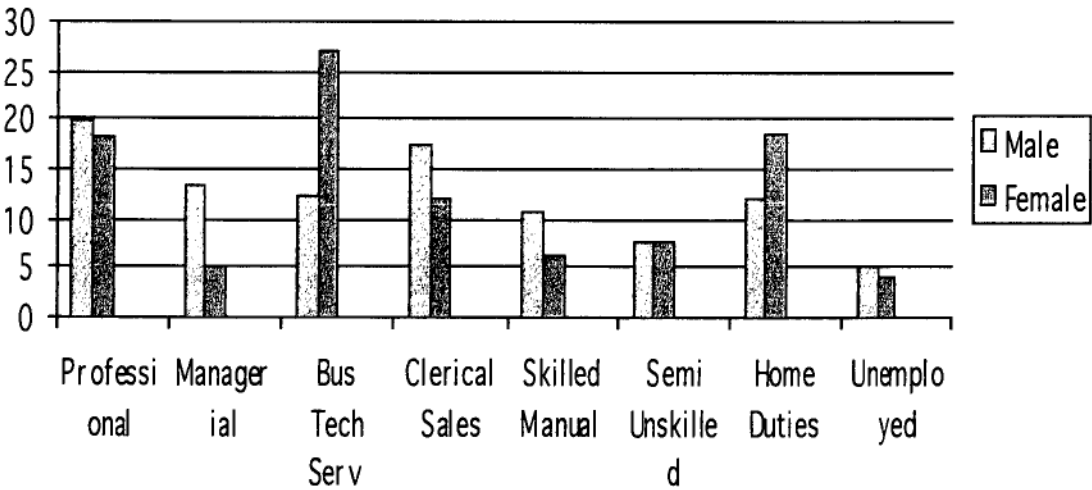


Fig. 5 Occupations of both Female and Male Parent/carers of these Year 10 Students

Of the population of year ten parents surveyed, in response to Question E33 **“Which of the following best describes the DWELLING in which you live?”** 80.4% of families either own their own home or are paying off a mortgage. 84.2% of male parent/carers are employed in either full-time or part-time work, with 65.4% of female parent/carers also either in full-time or part-time employment. Although many families tend to be transient, most residents have a strong commitment to education, and are more likely than the general population to have achieved beyond year ten.

An analysis of the survey data found that the majority of these parents achieved a secondary education (92.5%) in a state government school (91.2%), with 45.8% of females, and 51.7% of males achieving beyond year 11. The student survey confirmed that more year ten students from Southern High School were staying on for senior secondary education to improve their chances of employment (around 91.3% which is higher than the State retention figures). As borne out by the data collected from the surveys there are strong theoretical links to research on educational attainment. This study found the educational achievements of parents are a strong determinant for student educational attainment and career aspirations.

Southern High School has also developed strong links with their associate primary schools and the college in the area. The school conducts a number of activities designed to assist smooth transition from years six to seven; and years ten to eleven. These activities appear to have been successful over the years with an increase in enrolment resulting for the school, and a greater retention rate of students onto year 11. Parents in the focus groups confirmed these programs were what “influenced them in their choice of

school". The majority of students interviewed in the focus groups, also indicated that these programs made them feel "welcome and safe" in making the transition to a new school.

4.3.2 Staff

Southern High School attracts a total staff of forty-five full-time equivalent based on the number of students attending the school. Both administrators and teachers talked about the need to utilise the skills, experience and knowledge of these staff, and to deploy them wisely across the school. The staff also recognised the need to plan for differing staff-student ratios across many of the curriculum areas to meet a diverse range of students, and importantly to address the safety issues within certain practical subjects. A commitment by both State and Federal governments to appropriate resourcing was seen by all groups interviewed, as a major requirement for the school to manage effectively. The Principal, staff and parent body were very active in lobbying for greater equity in resourcing for government schools.

In examining the profile of the teachers at Southern High School, the average age of the staff is forty-two, which is considered lower than the State profile. The school has a reasonable balance between male and female teachers with the exception being in senior administrative positions. Around 80% of the teaching staff would have been in the school for more than five years and display a strong allegiance to the school, wishing to remain as a staff member in the future. During interviews, the researcher found that staff provided reasons for wanting to remain teaching at the school as those of: convenience; genuine enjoyment at working in the school; the general attitude of

students; and the positive ethos within the school community. From the survey responses, interviews and focus groups, the data provided evidence that the staff wish to be more actively involved in setting the school's future directions. In analysing the information collected in the school, the researcher found that when teachers were satisfied they were being consulted and the collaborative procedures in the school were adhered to, and when things were going smoothly, they were less anxious to be involved in the process.

In analysing the data from the staff surveys and information sought from the school, the researcher found that 90% of staff were qualified with a recognised University degree either in education or subject specific. Most staff described themselves as being abreast of current teaching and learning practice gained through professional development opportunities, and were trying to use a range of different approaches in their teaching practice. The Southern High School Plan (1997) articulates a strong focus on professional development of all its staff. "We affirm one key educational priority - the improvement of teaching and learning" (School Plan, 1997, p.8).

The Principal and other leaders in the school interviewed, clearly articulated the strong links between improved student outcomes and the professional development of teachers. The majority of those interviewed spoke of the need for school-based practical professional development, although some resourcing problems appeared to restrict the school's response to all of the perceived needs. The school was attempting to meet professional support for all staff within its budget constraints (School Plan, 1997, p.70).

4.4 Physical Environment

Southern High School can be described as having a “welcoming” appearance. “When you move around the school, you are greeted by students who ask you if they can help you find who and what you are looking for” (comment from a visitor on the friendly atmosphere in the school, March, 1997). The researcher observed student’s artwork adorning the walls both in the front entry and also on the front facade of the Administration building. Some of the artwork depict Aboriginal stories and designs and celebrate the rich Aboriginal heritage of some of its students. These artworks are the culmination of projects between the school and its Aboriginal community.

The school has well-maintained buildings and environs. The design of the school makes for easy access to all its students including those with physical disabilities. The school has well-maintained grassed areas for recreational activities, and has a good gymnasium. The internal buildings are well-kept, featuring many displays of students’ work. The school has general maintenance needs, particularly upgrading facilities, and these were identified by both the Principal and the parents. As a growing school, the parent bodies have been politically motivated to use both the media, local and federal politicians to achieve some improvements to both the human and physical resources of the school. Many of the buildings and outdoor facilities are regularly used by the community for adult programs through Adult Education, family sporting events and weekly competitions. The school fosters a strong supportive community spirit in sharing its facilities for the general good of the local community.

4.5 School Organisational Structure

4.5.1 Curriculum

Southern High School has begun a re-examination of the content and organisation of its curriculum offerings. There is an awareness in the school of the need to match student learning styles with appropriate teaching strategies. Almost all the responses to interview conveyed the impression that change has taken place or is taking place in curriculum planning in the school, and teachers spoke of adjustments being made to their curriculum to meet the greater diversity of abilities, skills and backgrounds. Curriculum diversity and its responsiveness to the needs of the students were perceived by teachers interviewed in this study as key factors in ensuring their students were engaged. These teachers felt that offering a different range of courses to suit the curriculum needs of a broad and diverse range of student groups was seen as essential.

In its Annual Report to the community under the heading of Studies of Society and the Environment, the report states: "Planning and programs reflect a commitment to active and cooperative learning, while practices focus on enhancing students' abilities to access information, undertake research, present findings, offer informed opinion and work effectively" (Annual Report 1996. p.13). All groups interviewed saw a practical orientation of the curriculum as an important means of encouraging students to stay focused on schooling and move beyond year 10. Teachers within the focus group argued that the curriculum offered to students should provide quality education in problem solving and other skills relevant to a changing society.

The school has been working towards its ultimate goal “to foster the development of all students to their full potential and to prepare them to participate fully in a democratic society” (School Plan, 1997, p.4). It is committed to providing a broad, general education through a well-balanced curriculum which caters for individual differences and gives scope for some specialisation. The school insists that students continue to study in all subject areas for all four years of secondary schooling. Consequently, students leave the school having studied a wide range of subjects.

Southern High School operates a different timetable structure to most Tasmanian secondary schools, and the staff interviewed felt this structure was a key determinant of how efficiently the school could use its available expertise and resources. Organisational flexibility in the school is achieved through “blocking” periods of time to enable things beyond traditional teaching to be achieved. For example, this structure enables time to schedule field trips, community projects and longer research projects especially in practical subjects. The length of time allows for students to be involved in the type of community-based projects that develop civic capacities described later in the study such as the “Fusion” project. Teachers in the focus groups mentioned the need to plan topics and activities that are relevant to students and their lives, and provide the potential for success “in trying to find greater organisational flexibility we hope that the individual student is really well catered for”. A student-centred approach to teaching was seen by both teachers and senior staff as necessary in order to meet the needs of all students.

Many students were seen to respond positively to the curriculum offered at Southern High School because of its diversity in both choice and delivery. Curriculum coordination for all year levels across the whole school was seen as important by the various stakeholders.

In analysing the data specifically on year 10 curriculum choice, the students at Southern High School are currently offered a broad curriculum choice as outlined in Table 6, and these offer them pathways particularly to courses in years 11 and 12 at their local Senior Secondary College. The majority of these year 10 students study English, Mathematics, Social Science and Science. The data presented in Table 6 provides a synopsis of the year 10 students' responses to Question G1 **“What SUBJECTS are you taking this year?”**

Table 6 Represents the %age of year 10 students (n=151) studying this range of subjects through the Tasmanian Certificate of Education (TCE).

English 1 English 96.7% 2 English As A Second Language 2.0%	Mathematics 3 Mathematics 96.0% 4 Mathematics Extended 21.9%	Computer Studies 5 Computer Studies 41.1% 6 Information Processing 31.1%	Social Science 7 Social Science 95.4% 8 History 15.2% 9 Geography 11.3% 10 Aboriginal Studies 4.6% 11 Religious Studies 6.6% 12 Child Studies 16.6%
Commercel/ Business 13 Business 15.9% 14 Accounting 7.3% 15 Legal Studies 6.0% 16 Keyboarding 25.8%	Materials , Design & Technology 17 Computer Graphics & Design 33.1% 18 Design in Wood 44.4% 19 Design in Metal 29.1% 20 Design In Plastics 6.6%	Art, Craft & Design 21 Art 55.0% 22 Pottery 5.3% 23 Photography 3.3% 24 Other Arts & Crafts 8.6%	Home Economics 25 Foods, Textiles and the Family 11.9% 26 Food & The Family 46.4% 27 Textiles & The Family 11.3%

<i>Languages Other Than English</i>	<i>Science</i>	<i>Physical Education</i>
28 French 1.3%	34 Science 90.7%	37 Physical Education 35.8%
29 Japanese 10.6%	35 Science Extended 2.0%	38 Outdoor Education 2.6%
30 Indonesian 0.7%	35 Electronics 2.6%	39 Sports Science 15.2%
31 German 10.6%	36 Agricultural Studies 2.0%	40 Physical Recreation 8.6%
32 Italian 0.7%		41 Health 2.0%
33 Latin 3.3%		

<i>Work Studies</i>	<i>Performing Arts</i>
42 Work Studies 1.3%	44 Music 25.8%
43 Learning Enterprise 1.3%	45 Music Instrumental 11.9%
	46 Speech and Drama 44.4%
	47 Dance 0.7%

The school has as its main priorities, the teaching and learning process, and the welfare of students. It provides an orderly, safe and secure environment which is stimulating and enjoyable, and which encourages all students to work towards achieving their goals. The researcher noted a large number of programs instituted by Southern High School to contribute to the sense of the school as an integrated, dynamic organisation.

Although from observation, the traditional organisational basis of secondary schools was evident at Southern High School with each year level having its own characteristics in terms of course content, timetabling and staffing, the school also tried to incorporate vertical arrangements which facilitate the crossover between year levels through cross-age tutoring and pastoral groups. For example, in structuring for managing student welfare, the school has implemented vertically integrated pastoral groups which provide peer support and facilitate the easy integration of new pupils. These arrangements blur the

distinctions between year group levels within the school. On the whole, these programs are perceived positively by the school community, both parents and students commented through their responses to the survey, that this is a strength of the school.

The school is also strongly committed to retention of students into post compulsory education. The majority of year 10 students indicated through the survey that they will continue their education into years 11 and 12. Both teachers and administrators spoke of the increasing need to provide adequate advice to students to facilitate smooth pathways through continuing education, training, work and adult life. They also stressed the importance of working collaboratively with parents and other members of the community in both the planning and delivery of these programs to ensure their relevance.

4.5.2 Management Structure

The school has the typical structure of most secondary schools with the Principal, two Assistant Principals (because of a growth in student population it has advertised and filled a third position), six Advanced Skill Teacher Band 3 positions, with the remaining teachers either at Advanced Skill Teacher Band 1 level or Teacher level. The gender of those in senior management positions is mixed, with the Principal being male, the two Assistant Principals are male, and female (a second female was successful in filling the existing vacancy). These senior staff expressed a desire to ensure leadership density across the school with the opening up of positions of responsibility through Program Team and Committee leadership. There appeared to be a built in expectation that each member will want to contribute to the decision-making processes of the school.

In its daily operation, the school currently functions with a Management Committee structure with representatives from both senior management and staff. This committee has responsibility for the overall administering of the budget, curriculum offerings and ensuring the priorities outlined to the community through its documentation are met. Within this structure there is also the flexibility for sub-groups and task-forces to be established when needed. The school operates with Program Teams for educational programs in cross-curricular and learning areas. The program teams are responsible for determining the goals for the year within the program. Each team is expected to consult with staff, manage the budget, monitor and evaluate the program and report back to the community through the annual reporting process.

The staff also have strong representation through staff meetings, which are forums for sharing and for input into management and decision-making. As indicated through their responses to the survey questionnaire, teachers have indicated a desire to be more involved in a broad range of decision-making processes regarding school planning, school evaluation, finances, curriculum, discipline, management, staffing, and assessment. The school has adequately documented plans, but it appears through discussion that staff do not use them as working documents. In examining plans from 1996 and 1997, the school has strengthened the strategic focus of its plan, and there has been greater involvement of some of the stakeholders in their development. The extent to which the planning process is clearly linked to student targeted outcomes is an area where the school leaders indicate the need for further development and involvement of all stakeholders.

4.5.3 School Governance

Probably one of the most far reaching changes in schools over the last decade results from the policies of devolution of authority and responsibility to school councils and the requirement for participative decision making at the school level. The need to make decisions on a wide range of issues in collaboration with all stakeholders affects the management of the school, and in particular, the role of the principal. This is particularly relevant to Southern High School as it plans for a review in 1998 through the process referred to as "Assisted School Self Review". This review results in a signed "Partnership Agreement" with its community emphasising the outcome targets to be achieved and reported on, over the next three years.

To increase the nature and extent of participation by each of its constituents, various initiatives have been undertaken by the Southern High School parent body. The Parents and Friends Association has developed policies and programs to enhance the participation and voice of its members through establishing working parties, information evenings, focus groups, surveys, and these are a common feature in the school's calendar and school newsletter.

It is clear from discussion, observation and documentation that there is considerable parental involvement in the school. These range from working on committees, parent help programs, library programs, sport, fundraisers, canteen and uniform pool. The parents in the focus groups expressed the collective opinion that they see the most valuable form of participation to enhance their students' successes at school, as clearly demonstrating to their son/daughter their interest and concern in their ongoing activities

and achievements. The groups interviewed also expressed the need to extend participation through the more formal structures of the school. Southern High School operates with a Parent and Friends Association as its school governance body. There currently appears to be relatively few opportunities for parent participation in strategic and long term planning, and decision making on budgeting.

The parents interviewed in the forums and the Executive of the Parents and Friends Association were keen to use the data collected from this study to review other processes and structures in order to have a greater voice in the Management Committee of the school. Recommendations from these groups express encouragement for the formation of a School Council and/or continuing Parents & Friends Association, to seek a deeper understanding of the concept of participation, to seek wider community participation and to enhance communication with the entire school community.

One of the main concepts to emerge from the parent focus groups was that the current Parents & Friends Association was like a “rubber stamp” for such things as school plans and policies. These parents would like to see a formal mechanism in place to ensure their involvement throughout the process of developing policy, rather than giving their approval at the end. They currently consider their major worthwhile function in the school as that of fund-raising to support school programs. They raise on average \$60000 for educational activities. They do have a major say in how the money raised is spent, and strongly believe as an organisation they make a difference to the school.

As part of its school governance, the school has a very active Student Representative Council (SRC). Through regular meetings, this SRC addresses student issues,

organises socials and generates funds for nominated charities. It also has a strong community role in representing the school at these functions. During 1997, the SRC was undertaking a major review of its functions to find more effective ways of consulting with the student population and with management to address issues of concern.

4.5.4 Inventory of Structures for Involvement in School Activities

This chapter has been exploring the contextual aspects that make Southern High School unique. Before elaborating on the structures that exist to give each constituent a sense of ownership and engagement with the school, the researcher considered it important to identify in this chapter an inventory of those currently in place. The preceding chapters determine how some of the factors encourage greater participation and development of civic capacities of its members.

In analysing the types of structures that exist at Southern High School, this chart was drawn up by Gray & Rimes (1997) in an attempt to show the number of different structures that can exist in schools for students, staff and parents to be involved and participate in the school. Those structures that are in place at Southern High School are indicated by a tick in Table 7. The reader will note that past pupils and past staff members at this time do not play a leading role in the school.

When questioned about their knowledge of decision-making structures in the school, some parents were unsure about what currently existed in the school, and felt that the

avenues needed to be spelt out more for them. Presently, their avenues for having a voice, were either through the Parents and Friends Association, or directly to the Senior Management. Students generally appeared more aware that they could get something changed through voicing their opinion to the Student Representative Council or directly to teachers.

Table 7 Displays an Inventory of Structures for Involvement of each of the stakeholders in School Activities in secondary schools. A tick next to each structure indicates it is currently in place at Southern High School.

Students	Teachers	Parents	Community
✓ SRC	✓ Staff Meetings	✓ P & F Assoc	Old Scholars
Sports ✓ Executive ✓ Team member ✓ Aussie Sports ✓ Houses	Committees or ✓ Program Teams Priorities Finance ✓ Curriculum Task Forces	Sub-committees of P & F ✓ Fund-raising Projects ✓ Canteen	Past Parent Groups
Activity Groups ✓ Debating Socratic Club ✓ Enterprise ✓ Projects Landcare ✓ State Competitions ✓ Special Interests ✓ Aboriginal Co-operative ✓ Student Exchange	Staff Association	School Council e.g. Executive Finance Projects Canteen	Former staff groups
School Council Representative Subcommittees	School Council or P & F Association ✓ Representative Sub-committees	✓ State Parent bodies	Board or Council

Leaders Prefects ✓ SRC leaders ✓ House Captains ✓ CARE leaders	School Executive or Management Group ✓ Finance ✓ Priorities ✓ Task forces	School Board of Management	School Trust
Community Organisations Red Cross D of E Award ✓ Fusion group	External Education Committees ✓ Professional Ass. ✓ Subject Assoc. ✓ TCE Moderator ✓ A.E.Union	Sporting Organisations ✓ Various sports ✓ School Activity Program	

4.6 Summary

This chapter attempts to give the reader a sense of the school, its culture and social ethos. It provides some of the characteristics that this school has which gives each of its constituents a sense of purpose and a role within its school community. It also highlights those structures in the school at the time of the study, which encourage participation in decision making processes by each of its constituents.

Over the next three chapters, a picture should emerge about how each of the constituents - year ten students, their parents, and teachers, understand and frame their attitudes towards civics and citizenship education. Within each of these chapters the survey data is presented through a series of questions determined relevant by the researcher. The purpose for each of these questions is to yield information which will provide a richness and understanding to the case study aspects of the school that are pursued in Chapters 8, 9 and 10.

Chapter 5

Summary of Students' Views on Citizenship

5.1 Overview of the Chapter

In the current movement to revitalise civics and citizenship education in Australia (DEETYA, 1997), public debate still concerns itself with issues of focus on whether school curriculum is limited to educating students for political understanding, or take a wider perspective or broader notion of what educating for citizenship is. Consequently this study attempts to inform this debate through exploring these year ten students' perceptions of citizenship, in order to reveal how they think about citizenship and their civic participation.

Through analysing these students' perceptions, the researcher will attempt to sort out some of the influences that most directly effect the development of attitudes and citizenship values, and demonstrate that these influences are social, and to a lesser extent political. This study does not dismiss the importance of political literacy (Print, 1995), but rather views it in relation to the broader civic outcomes of a citizenship program, that is embedded within the domains of the classroom, and the school.

This chapter describes only some of the survey responses from these year ten students that are seen to have particular relevance to the ways these students understand and frame their civic capacities. The survey questionnaire designed by the University of

Tasmania's Centre for Citizenship and Education used in this study, requested a wider range of information from the data than could be used in this single study. Within this chapter, the responses to Questions B5, B7, C1-C6, C10, D10, D11, D12, D16, E2, F1, F3-F5, F7-F8, G5, G12-G13, H7, J15, K7-8 (Appendix A) are selected for consideration, and are used to build a picture of these students, their ideas and attitudes towards citizenship.

5.2 “Constitution” of Citizenship

This study recognises that citizenship education involves the development of those civic capacities of membership and identity, entitlement, framing interests, political understandings, civic virtue, civic agency, civic attachment and allegiance, that promote in students active, informed and responsible citizenship. In recognising this throughout the study, it is important that the researcher has a clear view about the year ten students at Southern High School at both the individual and institutional level. The chapter uses a series of questions to get at the heart of these students' attitudes and understandings of citizenship. Through these questions the reader gains a sense of how these students develop those civic capacities referred to in the study as the “constitution” of citizenship.

5.2.1 What do you think a citizen is?

The range of data explored found that most of these year ten students were aware of a particular conception of their citizenship, but at this stage felt that they had the right to a name and a nationality, and could hold an Australian passport. Beyond this, they perceived their citizenship rights to be minimal at a societal level, but at a school level,

they had the capacity to exercise participatory rights through a variety of structures, and expected that through education and training they would be empowered to exercise their future democratic responsibilities.

In analysing the data for Question B7 of the survey instrument **“How Important is it that you see Yourself as someone who...?”** these year ten students see it as important to be someone who ... “has a good education” (87.2%); “has rights” (86.4%); “has a good character” (85.6%); and “is a citizen” (68.9%). This data is consistent with the views from the parent surveys and the literature (McLaughlin, 1992, p.236) that students interpret their conception of citizenship in terms of identity, virtues, rights and social prerequisites through education. The concept of citizenship for these students was conferred on them at birth, with 72.8% of these students understanding that Australians become citizens at birth, while 27.2% appeared a little confused with Australian citizenship and their voting rights at eighteen.

In responding to Question F1 of the student survey, **“How important do you think the following are to being Australian? An Australian is someone who...”** these year ten students responded with “very important” and “important”: “has the same rights as other Australians” (91%); “has good character” (87.2%); “is committed to a fair go for everyone” (86.1%); “fulfils their responsibilities to others” (80.6%); and “appreciates the Australian environment” (79.8%). Roughly 80% of these students have a consciousness of themselves as a member of a community, with shared obligations and responsibilities, as well as rights. Students rated knowledge of government, patriotism, and religion as relatively unimportant, “is of British descent” (22.1%); “has Christian

values” (27.8%); “supports the monarchy” (28.4%); “supports democratic government” (35.2%). These students were not convinced that these were prerequisites of Australian citizenship. These particular items indicate that these students were more ardent supporters of equality and social justice issues, but were sceptical about whether the government actually operated democratically, or there was a role for the church or monarchy in “being Australian”.

In examining all the data sources, the majority of these year ten students believe they will make good citizens (96.6%), and they espouse the civic virtues of citizenship. Like their parents, there was little evidence of civic agency through participation in such things as voluntary organisations, with only a small number of students responding to the survey question B5, which asks students to list the organised groups and kind of involvement they have undertaken in the past month in any of these groups. The interviews with senior staff in the school revealed the need for the school to become more community-oriented, and to get students involved more in major community projects that use the skills and expertise both within the school and the wider community.

Evidence from both the parent and teacher surveys, and from the literature, indicate that in preparing students for their role as citizens, schools should not only emphasise those “minimal” interpretations of providing political understanding through information. Schools should develop in students their broader critical reflection and understanding, and a much more extensive range of dispositions and virtues crucial to a society that respects the rights of others, that can deliberate and reach agreement, can make informed choices, and develop a sense of justice. Spady and Marshall (1991, pps. 67, 92) claim

that success in school is of limited benefit unless students are equipped to transfer that success to life in a complex, challenging, highly technical future.

5.2.2 What do you mean by a right?

The development of notions of social responsibility in these year ten students was a concern of this study, and students were asked a range of questions to elicit their views on their citizenship rights and responsibilities. As mentioned previously, these students believed it is important for them to have citizenship rights and can identify the purposes and functions of constitutional rights and freedoms. It is clear from Question F3 **“Do you believe Australians have the following RIGHTS, and how important are they to you?”** and from responses to the interviews, that these students have an understanding of the basic rights of Australians and also believe that most Australians have these rights. They responded that it is very important they have the: “right to privacy”; “right to an education”; “right to public safety and protection”; “right to a fair trial”; and “right to a decent standard of health care”. Across the data sample, there was a consistent group of roughly 25% who felt that religious, political and union rights were unimportant as rights. These more proactive conceptions of citizenship have low value in these students’ perceptions.

These students determine broader notions of what rights they need as members to fully participate in the Australian community. Students identified a broad range of civic, interpersonal and civil obligations. When considering the three most important features of being an Australian, patterns did emerge with the most common tabulation of “has the same rights as other Australians”; “has a good character”; “committed to a fair go for

everyone”. In the focus groups, the students also indicated that they wanted the right to be involved in decision-making that affects their future.

Table 8. Question F4, People have different ideas about what a RIGHT is. In your view, a rights is...

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a	a gift from God	9.4%	14.4%	30.2%	28.1%	18.0%
b	a kind of moral rule to ensure the equality of all citizens	19.7%	46.5%	7.7%	4.9%	21.1%
c	permission or liberty to do as you like	19.7%	39.4%	21.9%	5.1%	13.9%
d	a legal status that can only be granted by the Parliament	5.1%	18.8%	32.6%	21.7%	21.7%
e	a legal status that can only be created by a Constitution	3.6%	13.7%	29.5%	17.3%	36.0%
f	something belonging to all human beings	31.6%	38.2%	7.4%	4.4%	18.4%
g	a kind of duty that the government owes to citizens	12.9%	33.8%	18.7%	7.9%	26.6%
h	a responsibility that citizens have towards each other	18.4%	44.9%	8.8%	5.9%	22.1%
i	a kind of privilege that involves no responsibilities to others	11.1%	19.3%	30.4%	10.4%	28.9%
j	a privilege available only to a few people	5.2%	15.7%	29.1%	26.9%	23.1%
k	a limitation on the power of the government	3.7%	21.5%	27.4%	11.9%	35.6%

The study found it was important for students to recognise and comprehend their rights, and to use the full range of skills to define, analyse, and evaluate public or school issues and to make rational decisions about them. Phillips (1996, p.16) argues that “rights are

of central focus for youth” and “young people’s experiences, rights and responsibilities in the present are a crucial point of reference for educational practice” (Wyn, 1995, p.62).

The data collected in this study has implication for how policy and practice is framed. It reinforces for educators the need to extend or to reform debate about the citizenship rights of young people and to provide opportunities for them to enter into democratic processes early, rather than limiting their learning to non-applied structures, processes and history of government and politics (Bessant, 1996, p.33). To educate about citizenship means giving all students systematic involvement and participation in decision-making in schools, and a curriculum which addresses their pathway into adulthood (Wyn, 1995, p.61).

5.2.3 What things are important to your interests and future well-being?

Most studies find that the majority of adolescents are concerned with career choice, staying on at school, and employment (Connell et al., 1975; Smith, 1980; Poole, 1990). Section C of the survey questionnaire entitled “**YOUR FUTURE**”, required the students to indicate what goals and aspirations they have for the future in regard to their further education, career aspirations and for their personal well-being. These questions also required students to think about whether they thought they could achieve these goals, and who and what, had the most influence on what choices and decisions they made, and the reasons for those choices.

Table 9. Question C1, How important are the following to your PERSONAL WELL-BEING, now and in the future?

	Very Important	Important	Unimportant
Having friends	83.2%	16.1%	0.7%
Having a good marriage	67.3%	22.7%	10.0%
Having kids	32.7%	39.5%	27.9%
Having a girlfriend or boyfriend	38.8%	48.3%	12.9%
Going to university	36.5%	39.9%	23.6%
Going to TAFE	27.9%	40.8%	31.3%
Getting into a trade as soon as possible	28.2%	40.9%	30.9%
Having a high status profession	29.3%	41.5%	29.3%
Working in a job that interests you	83.3%	14.7%	2.0%
Making lots of money	34.5%	47.3%	18.2%
Not getting tied down into a long-term relationship too early	25.2%	42.9%	32.0%
Being able to participate in sports	49.0%	31.3%	19.7%
Living in a community that cares about the environment	25.5%	53.8%	20.7%
Having rights	61.1%	33.6%	5.4%
Being healthy	70.9%	23.6%	5.4%
Being involved in politics	2.7%	15.1%	82.2%
Being involved in community service	5.4%	36.1%	58.5%
Living in a caring community	20.8%	62.4%	16.8%
Participating in decisions about your community	12.2%	48.0%	39.9%
Living life according to your religious faith	14.9%	16.2%	68.9%
Being able to choose for yourself	74.5%	22.1%	3.4%
Living in a society that believes in a fair go for all	48.3%	39.5%	12.2%
Living in a democracy	24.3%	40.7%	35.0%
Having time to read and reflect	24.8%	49.7%	25.5%
Your physical appearance	23.0%	53.4%	23.6%
Trying to change the world you live in	23.1%	46.3%	30.6%

This cohort of students believe that “working in a job that interests them” (83.3%); “having friends” (83.2%); “being able to choose for yourself” (74.5%); “being healthy” (70.9%); and, “having a good marriage” (67.3%) are very important to their future personal well-being. They rate as unimportant to their future personal well-being, “being involved in politics” (82.2%); “living life according to your religious faith” (68.9%); and “being involved in community service” (58.5%).

These year 10 students appeared determined to attain their career and lifestyle goals. When combining the categories of “very likely” and “likely”, 86.2% indicated they would attain their career goals; and, 91.7% indicated they would attain their lifestyle goals. In further analysing the difference in attitudes between boys and girls in the data, those students who felt they were less likely to achieve were male. From the data, those students who wanted to complete their schooling at the end of year ten (8.7%), were mainly boys who rate themselves as “below” or “well below” average in their schooling. In the context of a disappearing youth labour market, the concern will be how these young people create future pathways that were traditionally paved through their engagement in the full-time waged labour (Bessell, 1996, p.40).

Studies by Hemmings, Hill and Kay (1994), and Pearce, Roche and Perry (1992) support the contention that curriculum relevance is an important issue in terms of staying on, or leaving secondary school. It is recognised in these studies that the issue of curriculum is but one of a number of interrelated factors within the school’s domain of control, which influence students’ perceptions of the value of continuing their studies. These interrelated factors include student commitment to goals, student academic achievement, and student social life at school. With these issues in mind, Southern High School is working on a

number of fronts in order to make schooling more attractive and more relevant, through remodelling their curriculum and introducing their students throughout years seven to ten, to future options particularly in relation to vocational pathways.

In line with research by Ainley et al. (1984), the majority of these year ten students viewed staying on at school as an important way of improving their career prospects. From the survey instrument, when comparing Questions C3 **“When do you plan to Leave school?”**, C4 **“In the year After leaving school, what do you plan to do?”** and C6 **“How Confident are you of finding a job when you complete your studies?”** 64% of students indicated they will continue onto Secondary College for years 11 and 12, a further 27.3% of students were undecided, and 8.7% of males were definitely leaving at the end of year 10. Of these students who will continue their education, 44.3% expect to enter University or a TAFE college.

The perception of most of the students who hope to gain employment or apprenticeship, is that they will continue with further vocational training while being employed, which is a shift in thinking by students, and an acceptance of vocational training as a legitimate pathway. 76% are “fairly” to “very confident” they will find a job after completing their studies with 24% “not confident” or “unsure”. Having a job is seen as important to their personal well-being, this aspect has been highlighted by a number of adolescent studies linking unemployment with poor physical health (Donovan, Oddy, Pardoe and Ades, 1986).

Wyn(1995, p.51) in examining notions of youth and citizenship concluded that “the ‘becoming’ of growing up for an increasing number of people has no finite end point, as many adults are now unable to achieve an adequate livelihood”. She draws attention to the

“social and economic circumstances that have gradually undermined the juxtaposition of biological age with adult status” (Wyn, 1995, p.51). These notions are important aspects for consideration in this study because it places the importance on the citizenship rights of these year ten students “in the present” rather than seeing them as “citizens of the future” (Wyn, 1995, p.52).

Table 10. Question C8, How important have the following REASONS been in your thinking about which CAREER to choose:

		Very Important	Important	Unimportant
a	to serve God	13.3%	11.2%	75.5%
b	to make good money quickly	21.4%	53.1%	25.5%
c	to make lots of money in the future	34.7%	44.9%	20.4%
d	to do something that is socially valuable	23.8%	53.1%	23.1%
e	to have high social status and prestige	17.9%	44.8%	37.2%
f	to have power	17.9%	29.0%	53.1%
g	to keep your options open	46.2%	44.1%	9.7%
h	to do interesting work	78.5%	20.1%	1.3%
i	to help the disadvantaged	18.1%	49.3%	32.6%
j	to get out of school as soon as possible	10.3%	17.2%	72.4%
k	to help your family financially	26.5%	42.2%	31.3%
l	to become famous	7.7%	20.4%	71.8%

Most studies on teenagers making their career and employment decisions, find that they assign greater importance to issues of finding work and earning money (Eme, Maisiak and Goodale, 1979; Poole, 1983; Wyn, 1995). In choosing a career, 78.5% wanted “to do interesting work”, they also wanted “to keep their options open” 46.2%; roughly 75%

agreed that it was important to make money and to do something socially valuable. They were least concerned with choosing a career “to serve God” 75.5%; “to get out of school quickly” 72.4%; or “to become famous” 71.8%.

These students have determined that their parents are the most significant influence on their choices beyond year 10, with friends also a significant influence. This is supported by the research of Sebald and White, 1980; Wilks, 1986; Wilks and Orth, 1991; that adolescents consistently say they will seek the opinions and advice of their parents for the important vocational decisions; which courses to be studied; staying on, or leaving school. 75% of students surveyed were clear about their parent's expectations of them after leaving school, with around 25% unsure what their parents would want them to do.

Table 11. C10, Who or what has the MOST INFLUENCE on YOUR decisions about...

	parent	friend	broth & sister	mags/ n'paper	TV	teachr	sch texts	minist & priest	no one
your weight, and what you eat	31.0%	10.6%	1.4%	4.2%	0.7%		1.4%	0.7%	50.0%
what you do in your leisure time	10.4%	45.1%	1.4%	0.7%	3.5%		0.7%	0.7%	37.5%
smoking	24.5%	17.3%	1.4%	1.4%	2.2%	0.7%			52.5%
playing sport	21.8%	34.5%	1.4%	0.7%	0.7%	0.7%	0.7%	0.7%	38.7%
sexual activity	10.7%	22.9%	1.4%	1.4%	2.1%	0.7%			60.7%
doing part-time work	47.5%	7.1%	0.7%	0.7%	1.4%	0.4%		0.7%	41.8%
drugs	22.3%	20.9%	2.9%	0.7%	3.6%	0.7%			48.9%
alcohol	21.3%	26.2%	2.8%	0.7%	2.8%				46.1%

While parents might be more often consulted for long-term decisions, young people rely on their peers for information, support and companionship in other areas (Connell, Stroobart, Sinclair, Connell and Rogers, 1975). Peers are a critical part of the adolescent's transition to independence outside the family. Smith (1980) and Sobel (1985) found that issues of friendship consistently receive high ratings of importance from adolescents. In relation to lifestyle choices, the students surveyed, made their own choices over weight and eating habits, smoking, playing sport, sexual activity, drugs, and alcohol. Parents had the most influence over student's involvement in part-time work, with friends having the greatest influence over choices of how to use leisure time.

5.2.4 Why is politics generally unimportant to you?

In framing their understanding of what politics is, and what politicians do, in responding to the survey questions D10, **"To what extent do you Agree or Disagree with each of the following statements about Politics?"** and D11, **"To what extent do you Agree or Disagree with each of the following statements about Politicians?"** the researcher was able to get a diverse range of views that students held. Generally, there appears among these students low levels of support for politics, but inconsistencies in their views of politicians. There were consistent findings when joining the responses of "strongly agree" and "agree" for question D10, "politics is boring and uninteresting" (71.5%); "politics is a forum for windbags and big-mouths" (69.0%). In considering responses to D11, views ranged from "politicians exploit their position for financial gain" (67.7%); "are difficult to make contact with" (67.5%); "put popularity ahead of being effective" (66.1%); "seem to enjoy disagreeing with each other" (65.9%); to "politicians are usually capable people" (64.7%). Students also have strong views disagreeing that politicians "aren't paid

enough" (87.5%); "help people who are in difficulty with the public service" (70.9%); and "do a lot of research to find the best ideas" (67.7%).

In measuring their level of trust in people in question E2 **"How often can you Trust each of the following to act in your best interests?"** of the survey instrument, these students indicated they have a high level of trust in their parents, friends, the school and the police. They have a low level of trust for either local or federal politicians. This study is supported by recent research by the Australian Broadcasting Corporation, 1994; and Print, 1995, that found students and other young people believe politicians to be untrustworthy.

In general, although these students showed little interest in politics and current affairs they were prepared to determine voting preferences. Through the student focus groups they expressed the opinion that because they are currently unable to vote in elections, they were not politically interested in governments and influencing public policy. At this stage they find politics "boring and uninteresting". These findings match previous research by Print (1995). At this stage they appeared more interested in influencing their school and its local community to address the needs of the youth in the area through projects like Fusion. They did not see the correlation between their political and social behaviour and that of the behaviour of politicians, local councillors or the voting public in trying to achieve the best for the community.

Although students considered themselves rarely politically motivated or agitated, they were willing to take time to participate in community events, donate money and to fundraise for worthwhile causes. They showed a sense of obligation to their community.

In answering questions in Section D **“SOCIAL AND POLITICAL ATTITUDES”**, about exercising their right to express an opinion, some students responded that they did this through participating in political activities such as signing petitions and joining public meetings, thus, further demonstrating a strong interest in significant issues (Fien, 1991). Students did not get involved in personal or written contact with local or political officers. Their reasons for this non-participation were “too busy”; “never been asked”; “never thought about it”; and, “haven’t felt strongly about any issues”.

More recent studies particularly by Nie, Junn, and Stehlik-Barry (1996) argue that civics education may increase the political capacity of people to express their views, but with the future decline in the number of politicians and political resources, unless students know who to contact and influence, there will be no significant improvement in their political engagement. Lack of knowledge about how to participate in civic affairs may also account for low levels of participation and limited development of these skills (Miller, 1985). During the focus group interviews, each student made it clear that they needed to get to the central political core of influence in the school and communicate their ideas persuasively and effectively in order to make any significant changes.

These students were also keen to accept their political responsibility with regards personal, community and political issues. Students in responding to question D9 **“How do you see the following? As personal issues? As community issues? As political issues?”** were clearly able to distinguish how they saw issues and the responsibilities for each. The students determined that “people being able to own their own homes”; “having someone who will listen to their problems”; “choice of school subjects”; “watching R-rated movies”; “being able to go anywhere in Tasmania without

worrying about safety”; were all issues to be dealt with at a personal level. Students identified “more Landcare projects”; “bus fares and schedules”; “changes to curriculum”; as community issues. The students determined “restrictions on uranium mining”; “the amount of tax people pay”; “fewer nuclear weapons”, “the sale of part of Telstra”; “funding for important government programs”; “restrictions on wage increases”; “the salaries paid to teachers”; “changes to Social Security rules”; as political issues to be dealt within the political forum.

5.2.5 What do you see as your responsibilities as a citizen?

For students to endeavour to accept their citizenship responsibilities, they need to have skills to undertake these roles. Through the data collected, it is clear that these students need a nurturing but vigorous learning environment where they can develop and habitually live out dispositions and behaviours consistent with being effective and responsible citizens. Citizenship education requires students to have opportunities to think, feel and act. Through the survey, these year ten students indicated the school had a few student representative forums to belong to, and through which, to voice an opinion. Through the focus groups when asked about avenues for their voices to be heard, one student commented “As year 10 students we are possibly the most influential group of students in the school. We are given respect by the other students and teachers and are able to give an opinion on issues that arise in the school. I might use the Student Council or I might just go up to a teacher and voice my opinion”.

In Questions G12, **“Where do social and political issues get Discussed during school?”** and G13, **“During the past Two Weeks, how many times have you discussed Social and Political Issues?”** the students were asked in which curriculum areas were social and political issues discussed because the study wished to find out to what extent classrooms were forums for active enquiry. 59.6% of students indicated these issues were mainly discussed in Social Science lessons; as well as in English, or in the Pastoral Care Home group session. The indication from the survey is that issues of a social and political nature are rarely discussed with friends, but mainly during time at school, or with families.

Section B **“INVOLVEMENTS AND ATTACHMENTS”** of the survey instrument, mainly focuses on students and the types of organisations they belong to, and the time they spend in the activities. The section builds on the notion that students who participate in community activities in their youth will be more motivated and have the capacity to take part in both politics and non-political organisations in adult life (Verba, Schlozman and Brady, 1995). These authors also show how these ordinary and routine activities, on the job, at church, or in an organisation, activity that has nothing to do with politics or public issues, can develop organisational and communication skills relevant for politics and thus can facilitate political activity (Verba, Schlozman & Brady, 1995, p.17-18).

The study assumes that of the 141 students who participated in these organised group activities, there will be overlapping, with some of these 141 participants attending more than one particular activity (See Appendix C). Students expressed the fact that they participated because they felt they gained personal skills and growth rather than feeling obliged to belong because it was expected of them. Many of the organisations required students to be active

and responsible members. In exploring the notions of good citizenship (Dyngneson, 1992, p.56) students in the study identified a number of indicators including: the extent to which a person participates in community affairs; and their reliability in performing their duties.

Those who engaged in these kinds of voluntary activity interpret the potential rewards of that activity in different ways. The reasons given were varied, from fun and enjoyment 73.3%; being active 43.9%; personal satisfaction 43.8%; learning new skills 43.2%; social contact 34.6%; and building confidence 32.9%. Students felt strongly that their participation did not rely on obligation 8.1%; religious beliefs 13.9% or to develop valuable networks 16.9%. The year ten students at Southern High School that formed the focus groups, made the following comments about what in their own view makes a good citizen in their view: “does their bit for the community”; “pays taxes to support initiatives to help overcome disadvantage”; “takes responsibility for helping others”; and “votes in elections”. These comments are consistent with research by Dyngneson (1992) and others on young people exploring notions of citizenship.

5.2.6 To what extent do you feel in control of your life?

In examining those aspects of choice in career, work, lifestyle and opinion on a range of social and political issues, these year ten students consider that they do have some influences in making their choices. In considering their career, work and lifestyle, they are influenced by their parents, and this is supported by the research of Sebald and White, 1980; Wilks, 1986; Wilks and Orth, 1991. For most of the other issues, these students consider they are their own person, and are influenced to a lesser degree. This group of students appear to be less influenced by their friends than other studies have

shown (Connell et al. 1975). In examining the implications for citizenship education, it is important that these students possess the skills that enable them to take control of their future. Although these students expressed their concern about the issues of unemployment, they still remained reasonably positive about their own career options.

At this stage of their careers, these students did not use political avenues for voicing their opinions, but when responding to question D16, **“There are times when we need the support of other people to live our lives. How would you go about doing any of the following?”** they showed that they had an understanding of the effective processes to use to get things changed. They appeared to feel empowered to manage their own affairs, but recognised the need for a wider framework when trying to influence community and societal issues. They felt able to cope on their own with “what to do with leisure time”; “right from wrong”; “career to choose”; “what to do with their life”; and “changing something at school”. They needed some help at times from friends or relatives. For “trying to change something in their local community” they would get a group together; and for “trying to change something in society” they would find an organisation to help them.

Although these students have a strong attachment to the group they belong to, they also appear to be aware of the strength of group power in achieving change. The majority of students hold some form of allegiance to authority, they have a good relationship with adults, teachers and police. They also appear to respect each other’s right to be different and hold differing views, “it’s okay in our group to be interested in politics and current affairs” (59% strongly agree and agree); but, only 28.8% indicated they would be likely to demonstrate or protest as a group for a cause. “Although society expects students to

learn within a cooperative environment of shared experiences, we also expect them to stand apart from the group in order to participate in a search for truth (Dyngneson, 1992, p.56).

5.2.7 How do these year 10 students develop a sense of membership and identity?

In drawing the threads together through each of the questions 5.2.1 - 5.2.6 in this chapter, the reader is given a sense of what understandings and attitudes these students have of citizenship. Questions 5.2.7 - 5.2.12 provides only a brief synopsis of how it appears from the data gathered, these students attempt to develop their civic capacities.

In Section B, these year 10 students provided evidence that they had a strong sense of their identity with their family and friends, identifying themselves as being “very close” 48.3% and 32.2% respectively. 13.2% also felt “very close” to their church. This is further evident in examining the organisations they associate with. In further analysing the relationship they had with friends, 86.9% of students felt they belonged to a close friendship group. They spent most of their time socialising through eating, talking or playing with them. They spent little time in the less interactive activities of watching television, videos and using the Internet with friends. Research by Berndt (1981) and Beaumont (1996) state that compared to younger children, adolescents spend more time talking with their friends, mainly because the period of adolescence brings dramatic changes in the quality of their relationships and conversations.

In Survey Question H7, the data provides the impression that these students identify themselves as part of a group that has similar tastes and get on well with one another. The majority of these students regard holding diverse opinions and interests from the rest of the group as important, and they appear confident that together they can achieve things. These students also feel strongly that they don't need to look like one another to belong to the group, or need to go along with everything the group decides. The reader gets the impression that this group of students like to retain their identity within a group situation.

As indicated throughout this chapter, these year 10 students have a strong sense of being an Australian citizen. They look on Australia as a place where your rights are protected; where you have a sense of identity; a sense of belonging; where people take responsibility; a sense of attachment and pride in Australia and in being an Australian. They also feel this sense of membership and identity within the school setting through the various decision making structures outlined in the previous chapter.

5.2.8 What sense of entitlement do these students feel they have?

Throughout this chapter, the data presents information on the ways these year 10 students feel a sense of entitlement. Particularly, in questions F7 and F8 of the student survey data, these students were able to outline for the reader, who should be entitled to participate in decision-making processes. They were also clear about the roles they could play in representing others in these deliberative forums. The majority of these students considered their roles and responsibilities fairly, with only 8.4% indicating self-interest

as their reasons for consideration. 57.6% of students indicated that they feel “anyone who is likely to be greatly affected by the outcome of the group’s decision” should participate in group decision-making.

5.2.9 How do these students frame their interests?

This study believes that citizenship education requires students to have opportunities to develop deliberative practices. Through the survey data, these year 10 students indicated that Southern High School had a few student representative forums they could participate in, and through which they could voice an opinion and be listened to. They also indicated that the curriculum provided avenues for discussion on social and political issues. 59.6% of students indicated these issues were mainly discussed in Social Science lessons; in English or in their Home group session. The indication from the survey is that issues of a social and political nature are rarely discussed with friends. If discussed, this was mainly done during school time, or with families.

Survey Question J15 asks students “**How many Books are there in your home approximately?**” referring to how students frame their interests through the access to literature in the home. The majority of these year ten students (87.5%) indicated their homes had between 50 or more books. The implication made from the data is that the majority of students come from homes where written materials are valued, and reading was regularly modelled in the home.

5.2.10 What political understandings have these students developed?

This study determines that the attitudes these students possess towards political processes are important, because they influence knowledge and understanding. These attitudes are significant determinants of future behaviour and participation in both political, such things as voting, or non-political activities, such as voluntary work (Print, 1995, p.31). Section D of the survey questionnaire, attempts to seek out students' opinions about personal, social and political issues. The questions probe students' understanding of politics and political culture, and who they determine has the greatest influence over their opinions, and their future voting preferences.

From the data, these year ten students are identified as mainly middle class with their views strongly influenced by parents, television, friends, the school, teachers, and other adults. Their voting pattern is consistent with their parents obtained from the parent survey, with the exception that more would vote for the minor parties. As mentioned previously, a consistent picture emerges of their dissatisfaction with politics and political processes. A large proportion of the sample of students neither read or discussed politics or political matters. Of those 33.1% who did read about these matters; 22.1% discussed it infrequently, from analysis, this group comprises those 27.5% of students in D10 who found politics an interesting topic.

In further ascertaining where these Year 10 students gain their knowledge and understanding of parliamentary and political history, and concepts through the data, it

was noted that students' basic political knowledge levels on these particular facts were poor. This further confirms findings from previous research by Print (1995) in a study of year 10 students in New South Wales. Through analysing Section K of the student survey questionnaire, a third of the students did not respond to these questions, of the two-thirds who responded on Questions K3 - K6 and K12; selected the "Don't Know" option as a response. Only 30.7% of students who responded (n = 88) to question K 7, were able to name the Deputy Prime Minister; a slightly higher proportion 37.4% of those respondents (n = 91) to K8 were able to name the Minister for Foreign Affairs.

Although it may be argued that such political knowledge of these particular facts is basic and of little use, the study through the various research methods used, was able to determine particularly from the focus groups, that these students felt that their political knowledge and understanding would need to grow when it became more relevant at the time of compulsory voting.

5.2.11 What commitments, attachments, civil obligations do these students assume?

These year 10 students felt it was important to see themselves as having a good character, rights and a good education. They relied little on their identity as coming from a particular neighbourhood, city or region, ethnic background, religion, social class or particular political preference, but felt it was more important to be recognised as an Australian; a member of a particular family; and a citizen.

They have a strong attachment to the group they belong to and appear to be aware of the strength of groups in achieving change. The majority hold some form of allegiance to authority, they have a good relationship with adults, teachers and police. They also appear to respect each others right to be different and hold differing views, “it’s okay in our group to be interested in politics and current affairs” (59% strongly agree and agree); but, only 28.8% indicated they would be likely to demonstrate or protest as a group for a cause.

Although these year 10 students’ attitudes reflect the concerns of most young people, they still believe to a certain extent, that justice does exist in society. Although the majority of students agree from their response to Question D12 of the survey questionnaire, that the Australian economy “has declining job opportunities for young people” (80.4%), and there is uncertainty about Australia “having a great future”, they still feel the global economic pressures have had some effect on the state of the economy.

5.2.12 What extent do these students participate in the public life of the school and community?

Although these students did not use political avenues for voicing their opinions, when responding to question D16 of the survey questionnaire **“There are times when we need the support of other people to live our lives. How would you go about doing any of the following?”** they did have an understanding of the effective processes to use to get things changed. They appeared to feel empowered to manage their own affairs, but recognised the need for a wider framework when trying to

influence community and societal issues. They felt able to cope on their own with “what to do with leisure time”; “right from wrong”; “career to choose”; “what to do with their life”; “changing something at school”. They sometimes felt the need to seek help from friends or relatives. “For trying to change something in their local community” they would get a group together; “trying to change something in society” they would find an organisation to help them.

The majority of these students believe it is important to be involved in decision-making processes to enable them to exercise and participate in the life of the community. They currently think they are “average” to “very good” citizens (95.0%); they will be good citizens in the future (97.2%); and generally regard most Australians as good citizens (90.5%). These students have built in an improvement clause, they will become better citizens in the future, when they feel they exercise greater rights and responsibilities.

In responding to question G5, about 50.0% of students participate in the life of the school through a wide range of school-organised activities in particular sport; related arts, such as drama and music. At times, they are also involved in community work or peer support across the school. The school provides many opportunities for these year 10 students to work and help other students or members of the community.

5.3 Summary

Consistent with research (ABC, 1994; Print, 1995), and current public opinion, data from these year ten students found low levels of support for politicians and high levels of cynicism in formal political practices. The data presents a wider sense of citizenship,

these students as not seen as distinct and separate from the culture, but have a consciousness of themselves as a member of a community, and they are intricately linked to family, groups and “being Australian”.

Despite what these students perceive as the failure of formal institutions to do the work of citizenship, as individuals, they felt empowered and relative autonomous. The data revealed that they understood the dimensions of power relationships in the school and their community, and were learning to use the structures to participate and become more active citizens. Through the data provided by these year ten students, the researcher provides a possible review of why educators should not concentrate on “minimal” approaches to citizenship education but rather “that young people’s experiences, rights and responsibilities in the present are a crucial point of reference for educational practice” (Wyn, 1995, p.62).

In using the data to respond to this series of questions, this chapter has tried to capture a snapshot of the attitudes and understandings of these year ten students towards civics and citizenship. The strength of the information provided by students has pedagogical and organisational implications particularly if Southern High School wishes to enhance each student’s capacity to participate fully in issues of citizenship.

Chapter 6

Summary of Parent Views on Citizenship and Citizenship Education

6.1 Overview of the Chapter

Emerging from the literature is the notion that the closer the parent is to the education of their student, the greater the impact on student development and achievement (Mortimore, Sammons, Stoll, Lewis and Ecob, 1988). Data gathered during this study provides information essential to understanding the social, political and cultural views of these parents and their influence and impact on the student. Through exploring these influences, the study attempts to show the relative importance of parental effects on assisting students to form their attitudes and capacities towards citizenship.

This chapter provides a summary of aspects of the data which elicit some of these parental (n=70 respondents) views and attitudes. The survey questionnaire allows the researcher to trace educational attainment, political activity and voluntary involvements from generation to generation. Several intergenerational paths also emerge which indicate a correlation between education, income, occupation, and participation. Studies by Verba, Schlozman and Brady (1995, p.19) argue that although education has premier position among the socio-economic determinants of activity, the relative importance of education, income and occupation varies across modes of participation.

6.2 “Constitution” of Citizenship

This chapter uses a range of questions to enable the reader to gain an understanding of the attitudes these parents bring to citizenship and citizenship education. The data collected from the parents/carers of year ten students at Southern High School attempts to show that parental views on participation, citizenship and education enhance student educational outcomes and overall engagement in the life of the school. The study also provides a synopsis of those civic capacities of membership and identity, entitlement, framing interests, political understandings, civic virtue, civic agency, civic attachment and allegiance, that promote active, informed and responsible citizenship.

6.2.1 What does being a citizen mean to you?

In Question B4 of the survey questionnaire, **“How Important are the following to being a Citizen. A citizen is someone...?”** these parents responded that being a citizen is someone who has the right to vote, who votes, has the right to a fair trial, a right to free education and has responsibilities to others. 95.7% recognised that citizenship was a birth right of Australia rather than at the legal age of eighteen. As expected from the analysis, there was a high correlation between level of education and knowledge of when Australian’s took up their citizenship rights. When rating themselves on a scale of one to five for Question B12, **“In general, who should participate in group decision-making?”** the respondents indicated a high level of patriotism and an acknowledgment of the values that bind them together as a nation, they did not need “a sense of attachment to another country other than Australia”.

In the analysis of the data presented as responses to Questions B1, **“How Important is it that you see Yourself as someone who...?”** and B3, **“How Important do you think the following are to being an Australian? An Australian is someone who...?”** these parents were asked a range of personal questions in relation to their own self-image and involvement as a citizen in the Australian society to determine the extent to which they were an active participant. This study builds on the work of Verba, Schlozman and Brady (1995) and subsequent more recent studies in the United States by Nie, Junn and Stehlik-Barry (1996) that argue that the motivation and capacity to take part have their roots in the fundamental institutions in which individuals are associated during the course of their lives.

In question B1 of the survey instrument, when asked **“HOW IMPORTANT is it that you see YOURSELF as someone who...?”** these parents felt it was important to see themselves as having a strong sense of national identity, as being educated, of good character, who exercises rights and responsibilities, and who is also a parent.

There is a strong correlation on many of the views of both parents and students to question B3, **“Being an Australian is someone who is committed to ...”**, “a fair go for everyone” (97.1%); “has the same rights as other Australians” (98.6%); “fulfils their responsibilities to others” (95.7%); “has good character” (94.2%); “fits into the Australian way of life” (94.2%); “appreciates the environment” (94.2%); “is proud of Australia’s achievements” (91.3%). Although the figures don’t appear to support it strongly, when asked to specifically indicate the three most important characteristics, these parents indicated their third most important characteristic was “supports democratic

government". The attributes of least importance were "is of British descent" (94.2%); "has Australian born parents" (82.6%); "supports the monarchy" (82.6%); "was born in Australia" (68.1%) or "has Christian values" (61.2%). These parents believe they are "average" to "very good" citizens 98.5%, and have a strong belief that most Australians are "average" to "very good" citizens 97%. This correlates highly with the views of their year ten students.

Table 12 Question B1 HOW IMPORTANT is it that you see YOURSELF as someone who ...

	Very Important	Important	Unimportant
comes from a particular city, town or region	7.1%	21.4%	71.4%
comes from a particular neighbourhood	2.9%	24.3%	72.9%
supports a sporting club	5.7%	14.3%	80.0%
belongs to a particular social class (eg middle class, working class)	1.4%	18.8%	79.7%
comes from a particular state (eg Tas, NSW)	14.3%	21.4%	64.3%
has a particular political preference (eg Labor, Green, Democrat, Liberal)	5.7%	28.6%	65.7%
has a particular ethnic background (eg Polish, Vietnamese)		13.0%	87.0%
has a particular religion (eg Christian, Muslim)	10.1%	11.6%	78.7%
has rights	70.0%	24.3%	5.7%
has a good character	82.4%	16.2%	1.5%
is of a particular age group (eg young person)	10.1%	10.1%	79.7%
is an Australian	51.5%	25.0%	23.5%
works for a particular organisation	10.0%	18.6%	71.4%
has a particular job or occupation	15.7%	32.9%	51.4%
has a good education	51.4%	41.4%	7.1%
is a citizen	42.9%	32.9%	24.3%
is a member of a particular family	35.7%	22.9%	41.4%
is a parent	64.3%	21.4%	14.3%

6.2.2 What rights and responsibilities do you have as an Australian citizen?

Although this study recognises that the act of voting is an important mode of citizenship involvement, it is seen as one of the many political acts a person can participate in.

Voting habits assume a primacy in major studies because of the availability of statistics and election survey information. Through the survey instrument, this study asks for wide ranging responses about the variety of political involvement, including their voting habits.

These parents have a strong sense of expressing their entitlement through exercising their voting rights, or through Referendums with 41.4% indicating there “should be a lot more”; 37.1% “about the same”, with 1.4% indicating “none”. Many believed that Australia should have the same number of elections for local councils, Federal and State, with 20% of respondents opting for fewer elections with governments running their full term of office. This study found a high correlation between levels of education, income and wanting to exercise their voting rights as citizens.

These parents are concerned with the changes within the Australian economy, making some members of society “surplus to capacity” through losing their “right to work”. They see the issues outlined below as major threats to citizenship through a fragmentation and greater inequality within our society. 49.3% of the parents surveyed responded that they felt that their rights as Australian citizens were declining; 33.3% indicating they were not declining; and 17.4% were unsure. In response to Question B9 tabulated in Table 13, **“In general, how important are the following as Threats to the rights**

of citizens in Australia?” these parents felt that the threats to their rights as citizens were “inadequate education”; “unemployment”; “social inequities”; and “foreign ownership of Australian resources”. These responses support current concerns expressed by Australians, that unemployment is the single most important issue facing governments, with the widening gap between the rich and poor, educated and uneducated.

Table 13 Question B9 In general, how important are the following as THREATS to the rights of citizens in Australia?

	Very Important	Important	Unimportant
unemployment	58.0%	39.1%	2.9%
influence of single-issue lobby groups	32.4%	47.1%	20.6%
the growth of the power of governments	25.4%	62.7%	11.9%
inadequate trade union representation	14.9%	52.2%	32.8%
social inequality	35.3%	55.9%	8.8%
lack of involvement in community groups	19.1%	52.9%	27.9%
lack of patriotism	17.9%	53.7%	28.4%
concentration of media ownership	26.9%	53.7%	19.4%
lack of civics education in schools	23.9%	64.2%	11.9%
excessive trade union power	31.3%	50.7%	17.9%
foreign ownership of Australian resources	52.9%	38.2%	8.8%
inadequate education	58.8%	38.2%	2.9%

The majority of parents exercised their voting rights in the last two State and Federal elections, those who did not vote stated they were either ineligible, ill or injured, overseas, or for personal reasons. There was a moderate correlation between the voting habits of these parents and their mother’s and father’s voting patterns, with voting for the major parties relatively consistent over these two elections.

These parents thought organisations such as those supporting women's needs, consumer and environmental issues, local community groups, and institutions such as the ABC and SBS tended to protect citizen interests. This data clearly represents the current political agenda and makes clear that these different vehicles carry different messages to frame debate on a wide range of issues, and the respondents see them as effectively protecting their own, and community interests. They also responded that the least effective appeared to be political parties, newspapers and State Parliament. The parents who responded to the survey, regarded politics as being important to them. They saw politics as a necessary way a democratic community solves its problems, and promotes the good of the community. Politics was also seen as a thing political parties and governments do, sometimes protecting only the interests of the rich and powerful.

Research on civics and citizenship stress the need for people to be educated and informed about issues in order to participate and protect their own interests (Verba, Schlozman & Brady, 1995). The survey inquired in Question A2, **“Last week, how often did you... Read about politics? Discuss political matters with other people?”** From responses to the data, there was a low correlation between male and female respondents. Female respondents read and discussed these matters more often than their male counterparts.

Verba, Schlozman and Brady (1995, p.9) calls participatory acts such as contacts made with public officials that permit explicit statements of concern or preferences “information-rich” acts, because they convey information to policy makers about people's views on the actions they take, and how policies can affect them as individuals. Of these parents at Southern High School, 42.4% contacted their local council officer

about issues of concern; around 20% contacted a public servant or a member of parliament. Very few parents wrote or protested, with 69.7% voicing their concern through signing petitions.

Citizenship demands of people to take on responsibilities and obligations towards the community. In responding to Question B3, **“How Important do you think the following are to being an Australian? An Australian is someone who...?”** in the survey instrument, these parents felt that an Australian is someone who possesses civic virtues and is of good character, acting fairly and responsibly towards others, is loyal, environmentally conscious, and is proud of the country’s achievements.

Table 14 Question C4 To what extent has your past involvement enabled you to acquire or develop the following skills?

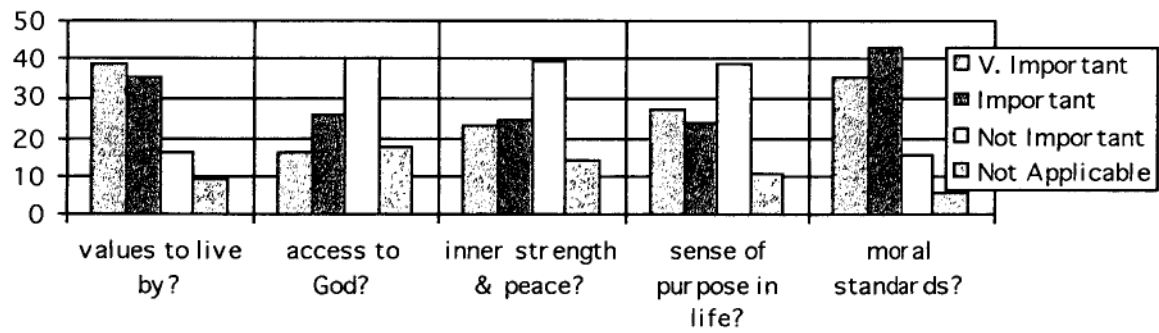
	A lot	A little	Not at all
understanding and developing policy	33.3%	45.2%	21.4%
formal procedures for meetings	66.7%	33.3%	
working with groups / teams	48.7%	39.5%	11.6%
decision-making	43.9%	34.1%	22.0%
public speaking	32.6%	44.2%	23.3%
leadership	50.0%	33.3%	16.7%
organising	46.5%	39.5%	14.0%
fund-raising	30.2%	39.5%	30.2%
financial management	13.9%	41.7%	44.4%
other		50.0%	50.0%

As citizens, they indicated they are involved in a range of voluntary groups and organisations, 45.2% of female parent/carers, and 37.5% of male parent/carers participated in voluntary organisations and community groups. The majority of these were involved in sporting clubs, church groups, school related and business groups.

Their reasons for participating included: “personal or family involvement”; “supporting a cause they believe in”; to “help others”; for “fun, enjoyment”; “personal satisfaction” and “to do something worthwhile”. In general, their involvement often costs them money. It takes time from “routine domestic duties”; “family life”; and “leisure”. 16.7% mainly women respondents, often found it physically and mentally stressful juggling their responsibilities, but their involvement also enable them to gain a wide ranging set of skills as outlined in Table 14.

This study focuses on voluntary activity not simply in politics, but also in a range of organisations including churches and schools. Of these parents, 78.4% responded that they belong to a religion, 49.2% were Church of England or Anglican, 12.3% Uniting Church, 9.2% Roman Catholic, others belonged to a range of Christian and non-Christian groups. Their parents also belonged to a religion. The respondents believed that their religious faith or upbringing had given them “values to live by” and “moral standards”.

Fig. 6 Question E28 How important has your religious faith / upbringing been in giving you ...



In their upbringing, their parents had emphasised “to be honest/to tell the truth” and “have good manners”; those not emphasised as much were “to be religious”; “to support

a particular party”; “to respect Aboriginal culture and rights” or “to respect the environment”. There was a strong correlation between these responses and those of the year ten cohort.

6.2.3 How do these parents develop a sense of membership and identity?

By referring to questions 6.2.1 - 6.2.2, the reader is given a sense of what understandings and attitudes these parents have of citizenship. Questions 6.2.3 - 6.2.8 provides only a brief synopsis of how it appears from the data gathered, these parents develop their civic capacities as members of the school and community. Questions 6.2.9 - 6.2.10 provides an analysis of how these parents see the school is meeting its objectives in preparing students for citizenship.

As previously stated, a detailed analysis of responses to questions in both Sections B and C of the parent survey questionnaire determined that these parents feel a strong sense of membership and identity as citizens in Australian society. This group of parents felt it was important that they were seen as having a strong sense of national identity, and participated through exercising their citizenship rights.

These parents recognise that they live in a democratic society which encourages them to take responsibility for their decisions in return for a sense of belonging to, and identity with, the larger social group or society. They see this sense of belonging to society comes from membership of smaller groups such as family, friends, colleagues, work

groups and interest groups. Their ability to both belong and participate in these groups reflects on their membership in the community.

6.2.4 What sense of entitlement do these parents feel they have?

As mentioned in Section 6.2.2 these parents have a strong sense of expressing their entitlement particularly through their voting rights. They participate in the affairs of the nation through electing representatives to federal parliament, state and local government. They feel free to pursue their own lives and make their own decisions. They regard the ability to question authority, express their opinions, and be engaged in public discourse as important in practising their citizenship rights. They had strong views on wanting to be consulted and directly involved in important decisions in relation to their own student's education.

6.2.5 How do these parents frame their interests?

Just as membership, identity and entitlement are deemed essential elements to civic participation, how people learn to frame their interests is a critical aspect for consideration in this study. The survey questionnaire provides rich descriptive data on not only the social networks within which these parents engage, but also what influences have caused them to frame their interests in certain ways.

These parents are actively interested in leisure activities such as reading, being with friends, hobbies, listening to music and being aware of current affairs. They were least interested in playing music, playing sport or being involved in politics. There is a strong correlation between the responses from these parents and their year ten students in being interested in friendships, hobbies and listening to music. There was also a strong correlation between student responses in relation to activities spent with friends which included both talking, and talking on the phone; watching television or videos. The parent data also confirmed that they live in homes that value education.

These parents regard education as an important citizenship right. They believe that the school has a role in preparing people as citizens, enabling them to frame their interests through a teaching program that emphasises and develops a range of civic capacities.

6.2.6 What political understandings have these parents developed?

Through many of the responses to the survey questions, the reader is able to gain a sense of the level of engagement in reading and discussing politics, and political matters.

“Political understandings” refers to the broad historical levels of understandings that these parents have about how they operate within a political community. Much of the research on civics and citizenship stress the need for people to be educated and informed about issues in order to protect their own interests. These parents regarded politics as being important to them as a necessary way a democratic community solves its problems, and also to promote the good of the community. In contrast, the year ten students appear to

have a limited understanding of the term “democracy” or “democratic” showing a low correlation between the view of parents and students.

The data collected from the parent survey questionnaire indicates that these parents are politically literate when it comes to pursuing their democratic rights as citizens. At the personal level, they participate in decisions that affect themselves and their families, and at the broader level, they understand the implications for individual rights and actions through participation in a democratic society.

However, their responses to Section F of the survey which asks a series of political questions indicated a certain lack of historical knowledge of some political events and processes. There were consistently a proportion of parents who responded to the questions with a “don’t know” response. The student survey indicated a similar lack of knowledge about historical events and processes. Phillips and Moroz (1996, p.16) argue that the challenge for educators is to socialise youth in particular, to accept that “knowledge and an understanding of politics is also an important aspect of being a good citizen”. These authors contend that young people need “a satisfactory level of political literacy to provide them with skills, knowledge and values” for adulthood.

6.2.7 What commitments, attachments, civil obligations do these parents assume?

As stated previously, citizenship demands that people take on responsibilities and obligations towards their community. Data collected in the survey particularly across

Section B, shows that these parents are keen to make a commitment to school and voluntary community activities. They are also keen to express a point of view with regards to the community services within their local community and whether these are meeting their needs. In response to Question A12 **“How good a job do you think the following public services are doing where you live?”** they felt that some improvements could be made to roads, social services, health-care services, with the greatest improvement needed to be made to employment services which they considered were “poor” to “very poor” (64.2%).

As mentioned previously, these parents believe they are “average” to “very good” citizens (98.5%) and in exercising their citizenship they are prepared to make a commitment to a range of activities. In examining these parents’ views on this level of commitment and attachment in people, there is a strong correlation between their responses and those of students. Both students and parents are very emotionally attached to their families and friends. They also had a stronger attachment to Australia as a nation, than their students who responded to the survey. These parents feel that as an Australian, they possess civic virtues and are of good character, they act fairly and responsibly towards others, and are proud of their country’s achievements.

6.2.8 To what extent do these parents participate in the public life of the school and community?

These parents feel strongly that their voice should be heard and their opinions represented through a variety of deliberative forums. They feel strongly that “anyone who is likely to

be greatly affected by the outcome of group decisions” ought to have the opportunity to participate in the decision-making process. These issues are again discussed in Chapter 10 which examines the management and governance practices which enable the school community to gain a voice in the decisions of the school. The survey data also shows that these parents are keen to respond to school and community activities. 45.2% of female respondents and 37.5% of male respondents participated in voluntary organisations and community groups.

As mentioned previously, this study focuses not only on a range of voluntary political activities, but also on the range of organisations that include churches and schools. These parents indicate that participation in these voluntary organisations assisted them to acquire new skills such as effective communication and organisational skills, and the confidence to voice their opinion on issues of concern in their community.

This study has also highlighted the reasons for both participation and non-participation in community-based activities. Research supports that parents are more likely to possess the skills to participate if they have higher levels of education. Brady, Verba and Schlozman (1995, pps.284-5) claim that education affects political participation in a number of ways through instilling political interest and participatory motivation; and leading to skills that facilitate activity.

6.2.9 What do you see as the objectives of schooling?

The following set of questions briefly examine parental views from the data, on the role of schools in preparing students for citizenship. In identifying and evaluating the

objectives of schooling as stated by these parents, they believe the important objectives are ensuring that all students are provided with a general education. They also rated highly teaching students to be literate and numerate; to allow them to develop good relationships which enable them to get on well with others; to develop self-discipline and high self esteem; and to develop independent thinking skills. These parents supported initiatives of current governments in strongly advocating increased funding for literacy and numeracy programs in schools.

Table 15 Question D6 HOW WELL does this school actually achieve each of these objectives?

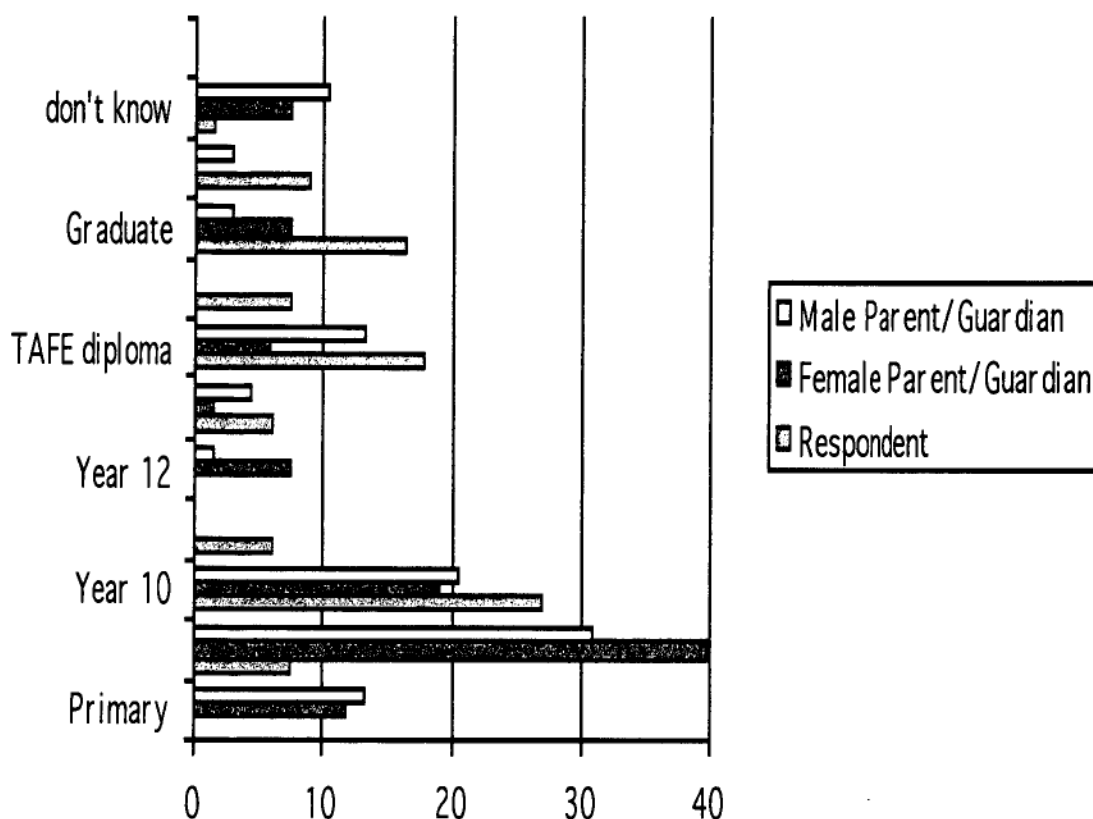
		Achieves Very Well	Achieves Fairly Well	Not sure	Achieves Fairly Poorly	Achieves Very Poorly
a	teach literacy and numeracy	29.4%	51.5%	7.4%	8.8%	2.9%
b	teach people how to get along with each other	19.1%	57.3%	17.6%	4.4%	1.5%
c	develop independent thinking	27.9%	58.8%	7.4%	5.9%	
d	develop respect for people from different backgrounds	19.1%	57.4%	17.6%	4.4%	1.5%
e	develop employment skills	13.2%	48.5%	26.5%	8.8%	2.9%
f	develop self discipline	14.7%	55.9%	13.2%	11.8%	4.4%
g	get students into university	9.2%	46.3%	32.8%	10.4%	1.5%
h	develop loyalty to Australia	4.5%	35.8%	50.7%	4.5%	4.5%
i	provide a general education	22.4%	68.7%	4.5%	3.0%	1.5%
j	promote responsible citizenship	10.3%	57.4%	26.5%	1.5%	4.4%
k	develop self esteem	20.6%	54.4%	13.2%	5.9%	5.9%
l	develop respect for the law	16.2%	47.1%	26.5%	5.9%	4.4%
m	develop respect for authority	17.8%	45.6%	22.1%	10.3%	4.4%
n	keep young people out of trouble	9.0%	43.3%	37.3%	6.0%	4.5%
o	acquire general knowledge	14.7%	67.6%	10.3%	7.4%	
p	promote religious values	4.6%	9.2%	58.5%	18.5%	9.2%

These parents were concerned that Government schools should be adequately funded to assist them in achieving their objectives. Parents also voiced their opinion regarding funding for Government schools stating it is “a bit low” and “far too low” 86.6%. In indicating where the money for greater funding should come from, these parents stated through “shifting money from other areas of government funding”; or “higher income taxes on high-income earners”. They argued that education is a citizenship right, so therefore it should not be viewed in economic rationalist terms as a commodity. They strongly disagreed on raising revenue from “higher fees paid by parents”; “more school fund-raising” or a “special levy”. Savings in the case of less money being spent on Government schools should come from schools cutting back on non-academic activities such as sport, music and drama.

These parents were concerned that their students were provided with maximum opportunities for schooling beyond year ten. This is reflected through examining the level of education of these parents. The highest level of education of these parents was beyond some secondary, 26.9% left at the end of year 10; 17.9% TAFE certificate; 16.4% University Graduates; 9% post-graduates. The majority attended a Government school, and classed themselves as average to well-above average students. Figure 7 represents the level of education attained by these parents and their mother and father. There was a strong correlation between attainment from generation to generation. Studies on intergenerational effects confirm that parental educational levels affect the respondents’ educational attainment which in turn, affects almost every other participatory factor from interest in politics, family income, occupational and

organisation commitments that provide opportunities for practising civic skills (Verba, Schlozman and Brady, 1995:19).

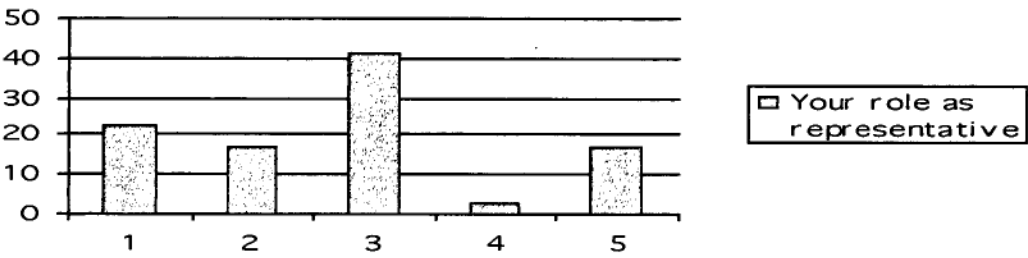
Fig. 7 Question E11 What is your HIGHEST level of EDUCATION, and what level did your PARENTS reach?



Few of the parents surveyed are members of school committees such as the Parents and Friends Association 13.6%. Data from the survey enabled the parent focus group questions to build a richer picture of parental views. Both groups wanted to see greater opportunities for their voice to be heard across the decision-making structures of the school, particularly in regards to establishing priorities and the educational outcomes targets for students. The parents who responded to the survey felt that only 9.7% of

parents are involved a great deal; 48.4% some; 40.3% very little; and 1.6% not at all. Those in the parent focus groups expressed the need to fully participate in all aspects of schooling.

Fig. 8 Question B11 If you were elected to REPRESENT the members of a local community group, would you see YOUR ROLE as.....



1. **22.7%** speaking and voting on **only** those issues that group members had given you clear **instructions** about.
2. **16.7%** speaking and voting according to your considered judgement of what would be best for your **group and its members**, even if they had not given you instructions
3. **40.9%** speaking and voting according to your judgement of what would be best for **everyone affected** by the decision, even if your group did not benefit from these decisions
4. **3.0%** speaking and voting according to what you saw was in **your** best interest
5. **16.7%** attending the meeting but only to advise that you wanted **all** your group members directly involved in the discussion

They also felt strongly that “anyone who is likely to be greatly affected by the outcome of the groups decision” ought to have the opportunity to participate in the decision-making process.

6.2.10 How well does the school prepare students for citizenship?

These parents responded that they believed that schools had a role in preparing students as citizens, and needed to emphasise teaching a range of civic virtues including respect,

justice and civic responsibilities. There appeared from the data greater concern about teaching students to act responsibly as effective participants in society and have the ability to make informed choices with their lives, rather than teaching them loyalty to a country or an identity..

Table 16. Question D7 In preparing students for their roles as CITIZENS, how strongly SHOULD schools emphasise teaching each of the following?

		Very Strongly	Strongly	Very little	Not at all
a	respect for the law	52.2%	46.3%	1.5%	
b	current issues	31.8%	65.2%	1.5%	1.5%
c	how to evaluate public policies	23.9%	61.2%	13.4%	1.5%
d	how to deliberate and reach agreement with others	47.8%	47.8%	4.5%	
e	how to judge politicians	12.3%	50.8%	27.7%	9.2%
f	Australian history	28.4%	56.7%	13.4%	1.5%
g	about their rights as citizens	40.3%	53.7%	6.0%	
h	about their duties and obligations as citizens	50.7%	47.8%	1.5%	
i	how to present a point of view in public	39.4%	47.0%	13.6%	
j	how to listen and change your point of view	40.3%	50.7%	9.0%	
k	about the Australian Constitution	22.4%	64.2%	13.4%	
l	loyalty to Australia	29.9%	47.8%	22.4%	
m	about Australian political institutions and processes	23.9%	61.2%	14.9%	
n	respect for the rights of others	62.7%	37.3%		
o	promote an Australian identity	28.8%	47.0%	22.7%	1.5%
p	develop a sense of public service	32.8%	58.2%	9.0%	
q	develop a sense of justice	54.5%	43.9%	1.5%	
r	how to make informed choices about their lives	71.6%	28.4%		
s	about social conflicts in Australian history	22.4%	59.7%	17.9%	

From the data provided these parents believe that citizenship requires an education that emphasises certain values and skills that promote in students a critical analysis of public issues. These parents reflect the view that consistent responsible actions take on a quality of good citizenship and these actions affect the students' reputation in terms of the quality of his or her citizenship. Citizenship contains important social functions for students related to the quality of their social relationships "respect the rights of others". Table 16 provides an overview of the responses.

The majority of these parents also used the opportunities to speak to their child's teacher during the last term of year nine, before their student went into year ten, about their progress and the programs of the school. 5.4% took no opportunity; 73% of parents took the opportunity once to three times during the term; 21.4% of parents spoke to their child's teachers between four and six times during term three of year nine. The vast majority of parents at Southern High School found meaning in the activities related to their own student and wanted them to gain a good general education.

6.3 Summary

This study confirms much of the previous research on education, income and occupation as politically linked to various modes of civic participation. The main themes to emerge from responses by parents are: the importance of education in determining our life chances; the importance of educating students to undertake their civic rights and responsibilities as citizens; the role of schools in contributing to the well-being of Australia; the role of schools in contributing to the civic outcomes of schooling; and the

school factors that contribute to civic participation by each of its constituents. Some of these aspects will be addressed in greater depth in Chapters Eight, Nine and Ten.

Chapter 7

Summary of Teacher Views on Citizenship and Citizenship Education

7.1 Overview of the Chapter

The purpose of this chapter is to provide a summary of aspects of the data obtained from the small sample of teachers through the survey questionnaire, the teacher focus group and interviews to provide an understanding of their attitudes towards being a citizen, and more particularly, how they view their role in citizenship education. This study selected the SOSE teachers for the focus group, because one of the purposes of the learning area through the State and National frameworks at the time of this study, is to develop the civic capabilities of students. The small sample of teachers who responded to the survey ($n = 9$) represent one fifth of the full-time teaching staff ($n = 45$ FTE), so the researcher was cautious in making too many generalisations from the teacher survey instrument.

7.2 “Constitution” of Citizenship

In examining the data in this chapter, the researcher has shifted the focus to how these teachers’ perceive the place of civics and citizenship in the school, and their perceived role in developing the civic capacities of students. The chapter is framed around three questions which touch on aspects of the “constitution” of citizenship, and provide a rich

description of teacher views. This chapter builds from the individual teacher level of analysis to the school practices in Chapters 8, 9 and 10 which enhance the civic capacities of each of its constituents. The following questions provide the focus for this chapter.

7.2.1 What does being a citizen mean to you?

There was a high correlation between the responses by teachers to Question B2 of the survey instrument, **“How Important is it that you see Yourself as someone who...?”** and those of the parents surveyed. When combining “very important” and “important”, these teachers responded that they wish to see themselves as having “a good character” (100%); “has rights” (100%); “has a good education” (88.9%); “is a citizen” (88.9%); and “is a parent” (87.5%). These teachers also regarded the following as important to being a citizen in responding to Question B4 **“How Important are the following to being a Citizen? A citizen is someone...”** of the survey instrument. “A citizen is someone ...” “who has the right to vote, who has the right to a run for public office, who has responsibilities to others, who has the right to a fair trial, who has the right to a free education” (100%).

It appeared from the data, that these teachers believe that citizenship is conceptualised as the role of the individual’s capacity to exercise their rights, and participate in political decisions (Balibar, 1988, p.723). These teachers found least important characteristics to being a citizen are “who runs for public office, who was born in the country he or she is a citizen, or grew up in that country, or who shared a common cultural background with other citizens”.

These teachers also had a strong sense of membership, identity and attachment to being an Australian. They believe that they are “very good” to “average” citizens (100%). They have pride in Australia’s achievements, and strongly support the continuation of democratic government. They also believe strongly that their rights should be protected. They also have a strong sense of their responsibilities as citizens, and were prepared to be involved in community organisations to contribute their skills and expertise. They were keen to express themselves politically and be accountable for their voting behaviour and views. As expected, along with the parents, they were more politically literate than the year ten students. From the data, these teachers appeared slightly more political in their letter-writing to politicians and local officials. Explanation given for this was the current industrial and political climate teachers face in the State, and therefore, the need to be politically active.

7.2.2 What should teachers emphasise in civics education?

In preparing students for practising citizenship, the majority of both teachers and parents agreed that students needed an understanding of Australian history and its political processes, as well as promoting an understanding and appreciation of key civic values. 88.1% of parents responded that the “lack of civics education in schools” was a threat to the rights of citizens in Australia. It was clear from the focus group interviews that the SOSE teachers felt the school played a significant role in preparing students for citizenship and were currently reviewing the SOSE curriculum to reflect this priority. The school gives studying SOSE high status as a curriculum area, 95.4% of year ten

students study Social Science, and a further proportion of students study across the Social Sciences range (see Table 6).

One of the biggest challenges facing the SOSE teachers at Southern High School as revealed by the data, is in making the curriculum more meaningful and interesting to students. In analysing question G16 (Student survey) **“If you have been doing SOSE/Social Science/History/Geography, how Interested are You in each of the following topics?”**, roughly 50% of year ten students found most topics within the SOSE curriculum uninteresting particularly Australian and Aboriginal history and the political institutions. One teacher commented “it is relevant when you conduct an election for something that they are interested in... but to talk about politics in the way in which adults exercise in the external environment, they can’t comprehend that well, They are interested in issues, but not in the mechanics of how governments work.”

These findings are consistent with major studies (Moroz and Washbourne, 1990; Print, 1990) on the status of social studies in secondary education, as one of the least liked subjects. These research findings showed that both the instructional practices utilised, and the content of the Social Studies curriculum may contribute to the overall low status of Social Studies in secondary schools. As Moroz (1996, p.62) indicates, if SOSE or Social Studies is to play a crucial role in the rebirth of civics and citizenship education, then its status and condition needs studying. As mentioned below, the teachers at Southern High School are in a process of review of the learning area.

From my role as observer and researcher, SOSE classrooms at Southern High School encourage students to negotiate and plan learning experiences with the teacher and peers.

Students are grouped to allow for discussion and tutorial teaching. Learning in the classroom has become more democratised and integrated due to the curriculum and range of pedagogy employed. Students are asked to take control of, and become responsible for their learning under the guidance of a teacher. From the teacher's focus group it became evident that within a framework of course choice and diversity, and mutual understanding about abilities and expectations, both teachers and learners agree on the goals to be reached, the manner of attainment, the guidelines and timeline to be followed.

At interview the SOSE Co-ordinator stated that "SOSE teachers within the school tend to use an economic, political and social framework to negotiate and construct a meaningful SOSE curriculum with students". Teachers within the focus groups discussed their experimentation with new models of curriculum planning to account for the learning styles of students and the variations of experiences, abilities and motivation these students bring to learning. One teacher states: "From the time students walk through the front door they are part of a community with shared goals and practices".

The SOSE coordinator and the SOSE teachers interviewed expressed their concern in teaching the current Social Science curriculum and felt there was a need for it to become more relevant to students. The teachers have undertaken a review of the SOSE curriculum in years seven and eight, and have implemented new techniques for delivery. For year ten students who are not so much affected by these current changes, the SOSE teachers are working these teaching practices into the TCE syllabus because it is recognised by teachers that the assessment practices require group, participatory and deliberative activities. As noted through observation and questioning, many of the

activities in the school are for smaller classroom-based projects, rather than the larger community service projects outlined in many studies (Drisko, 1993; Roker, 1994; Ruggenberg, 1993; Seigel and Rockwood, 1993).

Studies by Avery, Bird, Johnstone, Sullivan and Thalhammer (1992) and Harwood (1992) emphasise teaching pedagogy that give students opportunities to participate in community projects. Students at Southern High School have been provided with some opportunities to participate in community projects such as sports mentoring like the Aussie Sports program, but it is felt by some of the school community that these opportunities could be extended further within the current curriculum. Examples of projects at the school that would come close to the concept of community projects rather than extra-curricular activities, would be the school drama production, art exhibition, school band, Aussie Sports program, and the Fusion community project.

The Fusion community project enables students with opportunities to identify the key issues concerning young people in their local community. The students have the opportunity to work with local council, churches, schools and community organisations to help address each of these issues. Through the project students learned how to research ideas, deliberate on public issues, and negotiate to make a difference within their local community. Students interviewed measured the Fusion's project success rate through these comments: "I feel like I have made an impact because now people in the community have a better understanding of issues affecting young people"; "People in the local council are listening to our ideas"; "I have been able to share some of my concerns about issues such as drugs, alcohol and unemployment, and people have listened to me";

“We have been able to gain access to a centre for youth in our community by working together”. This project provided students with a sense of civic agency.

Holdsworth (1996, p.27) states that student participation projects can be “community development projects” in which students provide some service to the community such as the Aussie Sports program; or “community research and action projects” in which students investigate and act on issues facing their community such as the Fusion project described above. Both these types of projects involve numbers of students in the negotiation, planning, decision-making and implementation of the chosen tasks. The teachers at Southern High School overseeing the project believe that students need to see people in the community engaged in the processes of citizenship both in the way they carry out their professional work, and also in civic actions. The students need to gain the knowledge and skills to participate fully in society, to recognise key people and organisations that can influence decision-making at the local and political level, and also to be recognised by them (Nie, Junn & Stehlik-Barry, 1996). Coleman (1972) and Pearl (1978) agree that schools play a central role in building a valued role for young people. “If youth are to be valued, they must be of the society - participants not recipients. That is the crux of any theory of valuing youth.” (Pearl, 1978, p.24)

In analysing data from the teacher’s survey for question D28, **“Please indicate the extent to which You employ the following kinds of teaching strategies in your Year 10 class”**, the teachers indicate that the least employed teaching strategies used in their year 10 classes were debating, role playing and peer teaching. In examining G17 (student survey) **“In general, how Valuable have you found each of the following kinds of Teaching in SOSE, Social Science, History**

or Geography in promoting Your learning?” students regarded a variety of teaching methods valuable for teaching across the Social Studies, SOSE, History and Geography areas, with the least valuable being “lecturing”. This data is supported by research (McTeer, 1975; Schug, Todd and Beery, 1984; and Susskind, 1984) that educators need to listen to the views of students towards content and method, when making curriculum and teaching methodology decisions. The teachers in the focus group highlighted that in spite of their strong student-centred focus, they sometimes utilised more teacher-centred instructional practices in the classroom in order to cover the required syllabus.

In providing evidence for the study on how effective teachers at Southern High School were perceived to be, the researcher examined data from all sources including the student survey. Students felt their teachers at Southern High School were effective, and described the attributes they responded to more favourably through their response to Question G7 (student survey), **“How important are the following attributes of an Effective Teacher?”** These year ten students believe that teachers “who know the subject matter well”; “respects all students in the class”; “is friendly with students”; “is able to communicate with students” are more effective teachers, than those who try to be “popular with students”.

7.2.3 How well does this school prepare its students for citizenship?

An emphasis on citizenship asks all constituents in the school community to shoulder a range of responsibilities and obligations, and to develop and practice an array of civic

virtues. Because students are not born with an innate understanding of traditional virtues such as respect, tolerance, justice, civility and public service, they must be taught them. Teaching of virtues is considered important by Southern High School, and the practising of these is important across the school community. While there is a general expectation by teachers, that parents are imparting moral education to their children, it is becoming increasingly clear that schools have been called upon to reinforce teachings from home, or to act for parents who may have abrogated their responsibilities.

This study shows that the teaching emphasis at Southern High School is not simply about students acquiring techniques and information, but it is also about learning wisdom and the values important for civic participation. In examining the data from students, they believe that Australians and themselves have responsibilities as well as rights and it is important that both do the following: “respect the rights of others”; “obey the laws”; “be responsible about one’s own health”; “help others in distress”; “take care of their families” and “treat people equally...”. The role of the school has become more critical with many of the changes happening in society, and the teachers at Southern High School believe they make a significant contribution to the intellectual and moral development of the students in their care. Data sources provided by the students and parents support this view.

One of the challenges highlighted by Southern High School is to provide opportunities for students to be actively involved in the reorganisation of the school, to build relationships within the community so the school embodies a range of public values that students are skilled at using effectively in the future. “Student participation must involve activities that are valuable and make sense” (Holdsworth, 1996, p.26). As mentioned previously,

as part of its school review in 1997, the Student Representative Council is examining its practices to reflect a greater role in the decision making processes within the school and community.

The school has as its major focus and budget priority, exploring teaching practices and learning styles. There is a general view expressed by some senior staff, that the school is undergoing a process of change to bring it back to the forefront of educational practice and is thus “positioned to make this step”. The 1997 School Plan has refocussed the educational direction of the school in making one of its priorities teaching approaches and learning styles. In reading the plan, it emphasises co-operative learning that encourages civic practices through “enhancing students’ capabilities to become active, informed citizens” to “emphasising active participation” (School Plan, 1997, p.60). Also in reading the School Newsletter, May 1997, the coordinator of SOSE introduced parents to the concept of using Edward de Bono’s (1992) “Six Thinking Hats” as a “practical, simple but effective method of thinking”. The student survey data provided evidence that these year ten students believe that the school achieves well, the objectives of developing independent thinking and acquiring general knowledge through a broad general education.

In rating the school in question G8 (Student survey), **“In general, how would you Rate your school on each of the following aspects?”** and the corresponding question D16 (Parent survey), **“How would you rate your school on each of the following aspects?”** there is a strong correlation between the responses by both students and parents, the school rates well on the goals of “effective teaching”; “wide subject choice”; “academic program”; and “teacher professionalism”. Students also

rated “respect for students”, while parents rated “fair discipline” and having “teachers interested in students” as also important. Through the SOSE teachers’ focus group, these teachers declared that it was important to use a range of different strategies across the curriculum, and that within the school community all members should feel valued and treated with respect.

In espousing these educational aims and objectives, the school also tries to instil in students a sense of civic virtue and agency, that "all members of the school community have rights, but with these rights come responsibilities" (Student Behaviour Management Policy, 1997, p.1). Data from each of the sources reinforces the notion that Southern High School is keen for all students to become potentially active citizens in the community. One example to support this view would be Southern High School’s participation in the Fusion project within the community. This project is vital in involving young people and local services in community consultations about major developments to take place in the community. The local community has recognised that the needs of young people should be considered in planning and developing projects that impact on them, and that they also need to address youth social issues that impact on society.

The SOSE teachers interviewed felt that the students at Southern High School, did not rely on intrinsic rewards to support their successes even though efforts were made across the school to display students’ work, to provide functions that show their skills such as the Art exhibition or school production, or to celebrate their successes through assemblies. Some teachers expressed the view that maybe they should be more like other schools and be more public in acknowledging individual’s successes, but there was no

consensus across the group, and they did not think that students were disadvantaged overall by the school's decision.

7.3 Issues Emerging

In analysing the data provided by each of the constituents, some of the key issues in developing the school as a civic community to emerge from the study are: (a) what teaching pedagogy influences student's civic participation; (b) what does the curriculum in civics education focus on; (c) how does the school ethos reinforce a particular kind of community; (d) how does the leadership of the school promote civic capacities; (e) how does the school ensure its management and governance practices enhance the participation in decision-making by all constituents; and (g) what indicators could the school look for in evaluating their civic outcomes.

In Chapters Eight, Nine and Ten the focus moves away from the individual and shifts to the school as a collective actor. These chapters focus more on the case study aspects of the study. Each of these chapters will examine more fully the key issues identified, and will progressively build towards a model for examining the school as a civic community through each of the domains of teaching and learning; leadership and culture, management and governance which influence student civic outcomes.

Chapter 8

Teaching and Learning Practices

8.1 Overview

Current trends in education have placed a major emphasis on student outcomes as the measure of a school's performance. This study recognises that it is important to ensure that in the current climate, this focus is not reduced to only those elements easily measured or aggregated. Formalised assessment needs to focus on those outcomes that support student learning and provide valuable information to schools and their communities. This study recognises that unless measures are taken to ensure these practices are in place in schools, circumstances can work against processes for participation for all students which is so vital to citizenship. What this study is attempting to highlight is the importance of schools in establishing policies and practices that acknowledge issues of equity and social justice, so students do not become disenfranchised members of the school community and society.

This study focuses in particular, on civic outcomes and believes that the achievement of these is dependent on the school providing a quality curriculum for all its students. The study argues that managing for a quality citizenship program at Southern High School relies on the promotion of student learning, the fostering of quality teaching, the creation of a climate that supports learning, responsible leadership and management that uses the available resources in the most efficient and effective way, and collaborative decision-

making by all its constituents to embed these desired outcomes as key priorities of the School's Development Plan.

This study identifies six critical sub-components deemed to influence students outcomes: teaching, learning, school culture, leadership, management and governance. This chapter's major focus is on two of these sub-components: "teaching" and "learning", establishing both a model for integrating the curriculum, and developing part of the model to examine the outcomes of these sub-components in the school. The obvious premise of the work being undertaken at Southern High School is built on the understanding that teaching is closely aligned to learning. In analysing data collected from the S.H.S. Plan (1997) there is a belief that approaches to teaching should be based on sound principles of learning, "to foster whole school support for a variety of methodologies that address different learning styles and adolescent needs". The school is keen for teachers to use teaching techniques which research has shown to be positively correlated with improved learning outcomes.

This study argues from the view that the school is most likely to achieve improved student outcomes when there is a strong focus on learning by students, teachers and parents. The school's broad mission statement and goals reflect this learning focus: "Southern High School endeavours to foster the development of all students to their full potential and to prepare them to participate fully in a democratic society"; "create an atmosphere and environment where staff, students and parents work harmoniously in the education process" (School Plan, 1997, p.4). This is supported and pursued through the educational aims and objectives of the school to achieve the skills, attitudes and attributes necessary to prepare them to participate fully in a democratic society "enhance in students

the necessary skills, attitudes and values which will enable them to participate as active informed citizens” (School Plan, 1997, p.4).

In attempting to achieve these goals, the current design of Southern High School’s timetable through “blocking” time allows for the opportunity for aligning the same learning tasks and objectives, with a degree of consistency across the teaching staff. There was a degree of alignment between decisions taken collaboratively by the Humanities staff (as observed at one of their May, 1997 staff meetings), to adopt a particular set of teaching and learning behaviours which encourage greater student participation in goal setting and assessment. Professional opportunities to meet and review the strengths and weakness during the implementation process in the classroom were subsequently planned throughout 1997. Toepfer (1991, p.25) stresses the importance of cooperative planning between staff members in order to articulate a program for students. Through improving communication within the team, common goals, values, intentions and practices can be shared, expanded or modified. Murphy et al. (1985) argues that desired learning outcomes are more likely to be achieved if there is consistency in approaches across curriculum and teaching practices, and between teachers.

As mentioned previously, civics and citizenship education has gained renewed vigour with the allocation of substantial Federal Government resources towards developing curriculum materials through the national programme of Civics and Citizenship activities - Discovering Democracy. Although these materials were not available to this study, among its many aims is to improve the status of democracy in Australia, and to increase the level of political literacy of Australian students through the vehicle of History. As

stated previously, the researcher has attempted to recognise the broader educational notion of citizenship education in this study, rather than the previous “minimal” approach of civics education which focussed mainly on the transmission of political knowledge and developing civic virtues through the Social Studies curriculum. Although this chapter will focus more on the pedagogical practices in relation to developing the civic capacities necessary for students to become informed, responsible and active citizens, it will at times be necessary to comment on the curriculum content.

This study recognises that citizenship education involves the development of those civic capacities (usually referred to as “constitution” of citizenship) of membership and identity, entitlement, framing interests, political understanding, civic virtue, civic agency, civic attachment and allegiance, that promote in students active, informed and responsible citizenship. It is the tenet of this chapter that in educating for citizenship, knowledge acquisition and the ability to apply that knowledge, are needed simultaneously and in an integrated way.

This chapter is built on the premise that for civics and citizenship education to be effective at Southern High School, the role of teachers is crucial in addressing the pedagogical issues and practices necessary to promote students as active, informed and responsible citizens. These teachers are moving away from current paradigms and adopting what Beare (1992, p.81) considers as “a strong proactive stance, and a less restricted world-view, then other outcomes (for students) are possible”. The concern of these teachers is how to make certain that in acquiring the knowledge through the programs delivered across the school, that students are able to transfer their knowledge and skills into active civic participation both in and outside school. One of the teachers in the focus group

stated: “We are attempting to motivate students by creating learning environments that are centred around challenging issues and ideas that have contemporary meaning and interest to our students”. The researcher observed a move by the school beyond merely academic approaches, and exposing students to a wide range of educational alternatives (Hargreaves & Earle, 1990).

This issue of “transferability” is yet to join the debate on assessing the effectiveness of civics and citizenship education, but has at this stage entered the general education versus vocational education debate through the “key competency” movement, and this has some relevance in this study (Mayer, 1992; Lohrey, 1995). The “key competency” movement is based on the belief that if students learn generic skills at school, they can then transfer these skills into effective workplace practices and thus become more effective workers. This study is built on a similar premise that if students learn key civic capacities and generic skills at school they will become more effective citizens in adulthood. This study only explores the idea but does not test its validity, recognising that it would require a longitudinal study to determine its validity and sustainability. Currently, from discussion and observation at Southern High School, the civics and citizenship components of the curriculum are addressed through the SOSE syllabus, this study argues that this is a narrow focus for the broader citizenship role of schools.

Educational reform in civics and citizenship education has operated from a basic assumption by both governments through the Civics Expert Group, that if a new curriculum could be developed, with a new set of student performance standards, the system and schools would respond positively. Australia through the Discovering Democracy programme will join other countries such as the United States of America, and

develop a clearly identifiable civics course, in the hope that this will bring about a greater understanding of our political history. If the focus of civics and citizenship education is narrowed and pertains mainly to the transmission of Australian political history and its political processes, pedagogical practices will still need to change, because data collected in this study from year ten students shows that they find this to be the least stimulating of the curriculum topics, and students have gained the least understanding of the facts asked in Section F of the survey questionnaire.

In Toffler's (1970) view, a curriculum is needed to help students learn how to learn, how to relate to others and how to clarify their values so that they could choose effectively from among competing alternatives. As mentioned previously, this study is based on a broader notion of citizenship education and there is some evidence particularly from Print (1996, p.2) to support that civics and citizenship education should be taught using pedagogical strategies that emphasise "active, participative, conceptually challenging critical thinking, co-operative learning roles for students".

8.2 Pedagogy Defined

In order to examine the issues it is necessary to clarify what pedagogy means and determine if some strategies appear more relevant and appropriate to developing citizenship practices. Within the current debate on civics and citizenship curriculum, these issues are not unproblematic as there are a range of views about what such approaches mean. The particular views expressed are often closely aligned with the roles and responsibilities of the contributors to this debate.

According to one perspective, the term “pedagogy” simply refers to the teaching methods used in the classroom. A second perspective represents “pedagogy” as the means by which teachers through their actions facilitate student learning. Within the third perspective, it is conceptualised as the way the subject-matter is “selected, organised and presented to learners in an educational context so that teachers can accomplish their educational intentions” (Print, 1996, p.2). In summary, learning is an individual and highly complex process dependent upon the interaction of a range of personal and environmental factors. If learning is seen as constructing and reconstructing meaning, then teaching should facilitate students making connections, and certain pedagogical strategies appear to facilitate making the learning experience more coherent for students.

A key aspect of the debate in developing individual civic capacities is focussed on whether, or to what extent, one pedagogy strategy can be assessed as more effective, when in most cases teachers would use multiple strategies employed in the classroom. Studies by Print (1993); Rosenshine and Stevens (1986); Stanley (1991) suggest that teachers who use a multiple range of strategies in their teaching are more likely to enhance student learning. These aspects have implications for designing curricula that represents valued knowledge and skills to which all young people ought to have access as members of a democratic society (Kennedy, 1992, p.36).

8.3 Pedagogy in Teaching Citizenship

A review of the literature reveals that there are a large number of pedagogical strategies that are appropriate for teaching citizenship education. At one end of the continuum lies

traditional-expository or didactic teaching strategies, while at the other end lies the participatory methods such as co-operative learning and role play. Survey Data collected from the year ten students of Southern High School shows that some of these strategies are the least used by some teachers. The researcher gained the impression from both observation in the classroom and discussion in the focus groups, the majority of SOSE teachers can be said to use a range of these strategies in their classrooms, they have also taken on board a new range of critical thinking strategies for use in new courses developed particularly at this stage in years seven and eight.

This study would also argue it is important for all teachers to have a substantial knowledge base and appropriate resources. This is recognised particularly by teachers in the Humanities area at Southern High School who are currently undertaking a review of resources in the school. Research on teacher subject-matter knowledge and teacher pedagogical content knowledge have demonstrated their significance in effective teaching (Shulman, 1986; Stanley, 1991; Thorton, 1994). The focus group teachers felt it was important that they were knowledgeable and had a wide range of strategies. Students in responding to Question G8, **“In general, how would you Rate your school on each of the following aspects?”** of the survey questionnaire rated Southern High School as having: “well-prepared teachers” (81%); “good working atmosphere” (81.1%); and “effective teaching” (79.8%).

This study is realistic in its expectations of schools, and recognises that it is clearly not feasible to provide optimum learning conditions for every student all the time. Students should ideally leave school with an ability to learn effectively in most situations and under a variety of conditions. A student whose learning has been achieved solely through a

limited style of teaching may have difficulty if the workplace or society demands other learning competencies. The broad implications recognised by Southern High School suggests that an overall optimum learning environment for all students can be created in the classroom with a balanced diet of diverse teaching approaches. Print (1996, p.5) argues that given past practices and traditions it is highly likely that many teachers will opt for some combination of these strategies with “the more traditional teachers favouring expository and interactive strategies and more innovative teachers employing individualised problem-solving exercises, critical thinking and case studies pedagogies”.

Traditionally, education has had to contend with the problem that knowledge acquisition through the curriculum does not guarantee the successful application of that same knowledge in society. Yet Whitehead (1968) stated that the ultimate goal of education should be to teach students to learn to apply knowledge. Studies by Engle and Ochoa (1988); Osborne (1991); Patrick and Hoge (1991); Stanley (1991) argue that students who learn civics and citizenship education using a participatory manner will be more likely to transfer this knowledge and action as active, informed and responsible citizens in adulthood. Programs at Southern High School acknowledge, reflect and respond to the cultural diversity of its local community and try to provide a safe and supportive school environment. The school has changed its orientation to better meet the needs and rights particularly of Aboriginal students, and students with physical and intellectual disabilities. When analysing the data on retention into Year 11 from the student survey, those students most at risk were identified as male, and generally Aboriginal.

One of the issues confronting teachers, is the problem that teaching students content knowledge and skills is insufficient to respond adequately in the future to new situations

with unknown problems and new technologies. This study has found through examining the literature and through data analysis, that next to specific content knowledge and skills, citizenship education needs to focus on the development of individual civic capacities. The development of these capacities depends on using a range of pedagogies that encourage students to practice citizenship both in classrooms across the school and in the community. Through these civic capacities, students need more generic skills of problem-solving, communication, information handling, social interaction and leadership. All these abilities and civic capacities are vital for effective citizenship.

Students participating in this type of citizenship education are forced on the one hand to acquire the necessary content knowledge in areas such as SOSE, and on the other hand, to apply this knowledge in concrete simulated situations through non-subject specific cognitive skills and abilities. It is the basic tenet of this study that in citizenship education, both modes of learning are needed simultaneously, and in an integrated way. It is the combination and integration of these two kinds of learning that best prepares students for future careers, work and civic participation.

For a long time it has been assumed in education, that a civic curriculum designed around discipline and functional areas would adequately prepare students for future civic participation. It reflects the view of civics education as the transmission of propositional knowledge and the development of civic virtue, that the mastery of a coherent body of disciplinary knowledge would suffice to make a good citizen. Data collected through both the student and parent survey instruments, show that the parents of these year ten students will practice their citizenship through exercising voting rights, but fewer go

beyond these activities to citizenship participation. This study has found that to create the school as a civic community, citizenship education supersedes the boundaries of individual disciplines, it requires an interdisciplinary know-how and expertise. Real life tasks and problems can differ from the questions and problems that are dealt with in the classroom, the knowledge required needs to be more useful.

This study from the data gathered suggests that more attention should be paid to the development of general and discipline-independent skills such as problem-solving, analysis, use of information, decision-making, valuing and communication. The notion behind this is that generic knowledge and skills possess high transfer-value. They can be used in many situations. The main drawback however, is that generic knowledge and skills are effective when one deals with function-specific issues and problems but their general nature does not suit the specific demands of a particular task situation (Glaser, 1984). This study argues that as well as these generic knowledge and skills, students need to learn civic capacities of citizenship.

It is argued in the literature (Driscoll, 1994; Lohrey, 1995; Perkins and Salomon, 1989) that there are problems in determining transferability. First, effective knowledge acquisition does not itself guarantee, of course, its successful application. The student needs training and exercise to learn how to apply their knowledge. Conversely, the acquisition of skills does not necessarily imply the simultaneous acquisition of conceptual knowledge either. It is these problems that education in general, and schools in particular have been tackling when they design curriculum. It is first and foremost necessary to know the questions, tasks and problems that students face in real life to be able to design relevant learning situations in a curriculum context. To teach civic

capacities the curriculum should authenticate learning situations which impart a sense of agency, as opposed to school activities and class procedures which tend to be ersatz activities. Pedagogy that involves investigation, participation, critical thinking, deliberation, students making judgements and choices, are more likely to achieve these objectives. Research by Johnson and Johnson (1994) on more active forms of student participation, are particularly encouraging for civics and citizenship education. Southern High School recognises this and has made the implementation of more active strategies a priority across all areas of the curriculum.

8.4 Curriculum Goals

In designing a curriculum model, the work of Everwijn, Bomer and Knubben (1993) was valuable in helping the researcher build a frame of reference through which the teacher can think through each of the teaching and learning situations both in the classroom and through major school projects.

This model recognises three curriculum wide goals that stand out above the rest. The first concerns the learning areas and the subjects within them. What is demanded from the teacher in developing the citizenship course is to think not only in terms of knowledge acquisition, but also to think in terms of developing in students the ability to apply their knowledge. The second curriculum wide goal concerns the development of general skills that enhance students' civic capacities to enable them to become informed and active citizens. Based on existing literature, this study has identified the individual civic capacities that are a necessary precondition for informed, responsible and active citizenship, these are vital capacities for effective citizenship. In formulating curriculum

it is necessary for students to master general concepts like motivation, cognition and learning (Salomon and Globerson, 1987). For example in the course of studying SOSE or English, students learn to use and apply the skills in a variety of contexts and problem solving settings. In this way students are continuously forced to apply interactive general skills and function-specific knowledge and expertise. This insight enables the student to ask the relevant questions so that in interaction with function-specific knowledge, it becomes possible to create tailor-made solutions for relatively unfamiliar situations.

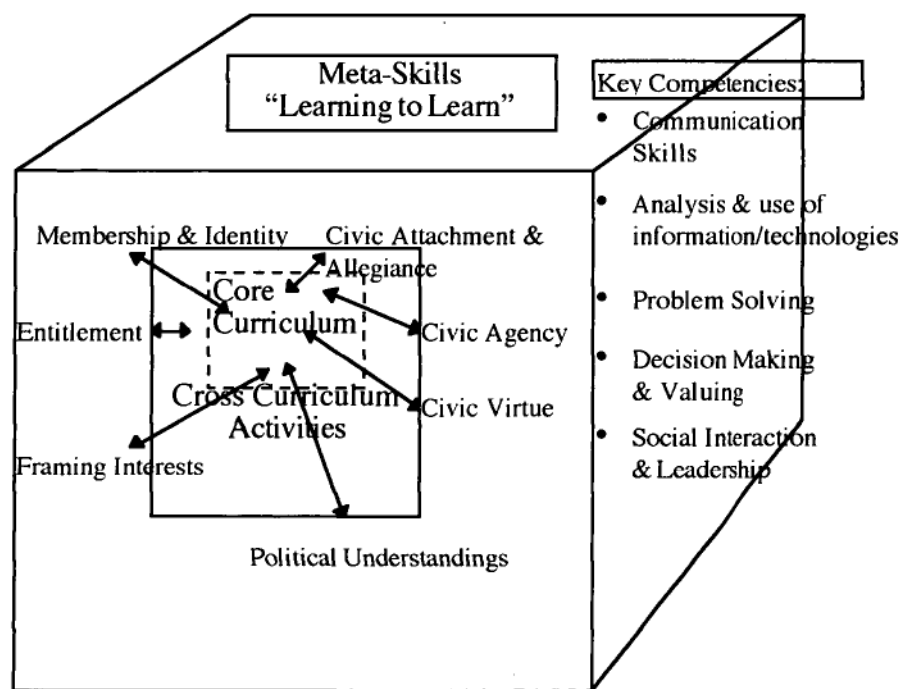
The third curriculum goal concerns the ability of “learning to learn” (Kolb and Boyatzis, 1984; Toffler, 1970; Wolfe and Kolb, 1984). These authors propose that self-knowledge and self-directed learning form the basic ingredient in the functioning of any adult in this changing world. This study argues that students during the course of their studies at Southern High School need to internalise a reflective attitude to supplement their orientation to action.

This goal is partly realised by a teaching-learning process involving the development of general skills and capacities, and partly by emphasising a reflective attitude. Examples were identified at Southern High School where teachers used various activities that may foster such a reflective attitude such as student journals and debates. Reflection is not only an integrative part of the “learning to learn” ability of students, but it is also part of learning the general skills and civic capacities. If communities want people to be reflective and concerned citizens who are able to deliberate and debate issues, it is important for schools to help their students to develop these skills through its curriculum and practices. In responding to Question G17, **“In general, how Valuable have you found each of the following kinds of Teaching in SOSE, Social**

Science, History or Geography in promoting learning?” of the student survey questionnaire, 83.8% of students found “discussion” as valuable in teaching the SOSE Learning Areas; 74.6% valued “cooperative group practices”.

These three curriculum goals are combined in an integrative model shown in Fig. 9 and builds on to the notion in the study’s Conceptual Framework Fig. 2 of the school as a civic community.

Fig. 9 An Integrative Model for Curriculum Design of a broader Citizenship Program



According to the design, the students are forced to integrate discipline specific knowledge, general skills, meta-skills, and civic capacities, across the entire range of courses. As mentioned previously, even if this approach does not apply equally to students with different learning styles, the curriculum design for citizenship education offers a frame of reference through which the teacher may rethink teaching-learning situations. The students in their turn will be confronted with new dimensions of learning using a range of different pedagogies.

8.5 Effects on Learning

Although this is an incomplete analysis of the complexity of all the issues to do with the effects on learning, this study recognises that at least these few parameters have been made clearer. This approach compels teachers to think specifically through questions of relevance in the material, the subject matter is seen as a means to an end: that of preparing students for active citizenship. Thus, relevance of the subject matter is strengthened by integrating knowledge acquisition and knowledge application. The focus is on an active learning process through projects, case studies, simulations, role-play, debating and other tasks, creating the expectation that curriculum design will reinforce the commitment and motivation of students.

This study highlights the importance in the future to move teachers from the more traditional transmission methods of teaching to using combinations of pedagogical strategies that employ a range of different approaches for students. Integration of knowledge acquisition and application implies the learning not only of “know-what” but also of “know-how”. Martin (1987) argues that because of the mutually reinforcing

nature of these two kinds of learning, the chances of forgetting what is learned is reduced. For students, it is often difficult to see, let alone experience the interrelatedness among subjects. This study shows that it is important that students are able to comprehend this, to enable transfer of knowledge, skills and capacities to new and adult situations.

Extra-curricular strategies shown at Southern High School through the Fusion project and student involvement in the Student Representative Council, suggest that these activities are influential in nurturing positive values about participation (Pahl, 1990; Patrick and Hoge, 1991). The Fusion Project as described more fully in Chapter 7.2.3, is designed to re-energise the local community in addressing youth needs. As previously stated in this study, one of the most powerful pedagogy is that of the school as a role model for citizenship education. Research by Ehman, 1980; Jennings and Niemi, 1974; Leming, 1985; Pahl, 1990 suggests a positive relationship between “student acquisition of positive democratic values and attitudes, and active participation in a “democratic school climate” where principles and processes of democracy are operationalised (Print, 1996, p.8).

The ultimate goal of curriculum design, is to prepare the student for future participation in tomorrow’s democracy. The curriculum design not only has consequences for the sort of learning students do but for that of teachers as well. This approach causes teachers to keep developing professionally, since they must become competent at developing and relating subject-specific concepts and theories to the field of practice, and to the application of general knowledge principles and strategies. The teacher can no longer simply teach what they know, but must teach what is required. Where the curriculum

forces a certain way of looking and thinking upon the students, so do students force teachers to be self-developing learning and reflective professionals. One of the things this study has revealed is that teachers need to be knowledgeable, and have a wide repertoire of pedagogical strategies to employ to enable effective citizenship education.

8.6 Summary

As discussed in this chapter, one of the major challenges for those with the responsibility for civics and citizenship education is synthesising the variety of contemporary contexts, aims, objectives and outcomes that have been identified as fundamental to the effective education for citizenship of young people in our schools. This is clearly not an easy task and will require the skills and imagination of our curriculum writers and educators. For it to be successful, the role of teachers and schools will be crucial in designing and implementing curriculum that not only provides content knowledge, but generic skills and capacities of students.

The content of the curriculum will need to be dynamic and evolving, as teachers try to focus on helping students to learn how to learn in a more and more complex society. Re-examining data from the student survey on their engagement with the current curriculum, supports major reform. This chapter argues that rewriting policy documents or program guidelines on civics and citizenship education including statements about competencies and outcomes without fundamentally changing the nature of what teachers, students and parents do, and how they do it, is unlikely to improve the quality of citizenship education in Australia. For fundamental reform to be achieved, then this study would argue that school communities themselves must be transformed.

This study argues that for schools to be effective, they will need to become models of civic communities that reflect practices that enhance the individual citizenship of each of its constituents. This chapter does not claim to have examined every issue in relation to teaching and learning, it does attempt to provide tenuous connections between effective teaching and learning, and school level effectiveness. Within this section, the researcher adds the first part of the model (Table 17) for examining the civic outcomes of the school through its teaching and learning practices. It is important to emphasise that this model proposed has been designed as a flexible structure for adaptation and modification by the teacher, the school and the system. It is one means towards improving the quality of civics and citizenship education for students.

Table 17 Indicators of the Teaching and Learning Domain

Teaching & Learning: *Successful citizenship education is enhanced by teaching and learning which has a high emphasis on student classroom participation which fosters student deliberation and models active learning and developing "civic" skills.*

Constitution of Citizenship	Teaching & Learning	Possible Indicators
Membership & Identity The sense of membership and identity that students, staff and parents have of themselves as citizen members of various communities.	<ul style="list-style-type: none"> • Students have a clear understanding of their role as a member of the class group. • Teachers provide a caring and secure environment which fosters a sense of membership of the class. 	<ul style="list-style-type: none"> • Class rules, rights, and responsibilities are known and practised by teachers. • Students' interests are known and responded to by teachers. • Teacher is positive towards all class members. • Teacher uses inclusive language, 'our class', 'our school', 'we'. • School - individual and common - successes are celebrated • Acknowledgement and pride in school achievement.
Entitlement The degree to which the school formally allows participation by its constituents to make decisions, to voice opinions, to express their rights.	<ul style="list-style-type: none"> • Teaching practices allow students to participate in choices concerning their learning. 	<ul style="list-style-type: none"> • Evidence of negotiated curriculum/learning. • Students are actively involved and responsible for their own learning. • Opportunities exist for students to give feedback on class procedures or teaching practice. • Assessment practices are participative or negotiable.
Framing Interests The concepts individuals have of their own interests and well-being, and the practices they develop to achieve and protect these.	<ul style="list-style-type: none"> • Students have a clear concept of themselves as individuals and of their own fundamental interests and well-being. 	<ul style="list-style-type: none"> • Students are able to clearly articulate their own needs, interests, and aspirations. • Teachers feel they know their students well enough that they can help them to achieve their personal goals. • Teachers value students as individuals. • Students have frequent opportunities for deliberation, debate, discussion and dialogue. • Students have opportunities to practice a range of citizenship skills such as negotiation, tolerance, conflict resolution.
Political Understandings The levels of understandings that individuals have about how our common life operates as a political community.	<ul style="list-style-type: none"> • Students have an understanding about the functioning of civic and civil society. • Teaching practices foster student political understandings. 	<ul style="list-style-type: none"> • Teachers model deliberative practices in class activities • Teaching programs foster a growth in student political literacy. • Teaching practice provides practical experiences and observation of the operation of government at a variety of levels. • Students are willing to ask questions to clarify understandings on political issues or content.
Civic Virtue The disposition of individuals to identify and practise a broad range of civic virtues such as justice, civility, respect for persons, tolerance, public service.	<ul style="list-style-type: none"> • Students practice a broad range of civic and civil virtues. • Teachers model a broad range of civic and civil virtues. 	<ul style="list-style-type: none"> • Students work for voluntary organisations - 'Button days', 'Walk against Want', 'Famine Fighters'. • Student behaviour demonstrates civil virtues such as tolerance, fairness, equity, co-operation. • Teaching practices incorporate and demonstrate civil virtues - equality, inclusion, fairness. • Teachers participate in voluntary work and model civic virtue. • Appreciation and respect for the needs and rights of others is clearly evident in students. • Class environment encourages students to acknowledge and build on the accomplishment and contributions of the class members.
Civic Agency An individual's capacity to participate effectively in a range of civic contexts in the life of the community.	<ul style="list-style-type: none"> • Students have a capacity to participate effectively in the civic life of the school. • Teachers provide learning opportunities which teach skills necessary for effective participation in the civic life of the school. 	<ul style="list-style-type: none"> • Students have opportunities for deliberation. • Students choose suitable strategies to achieve group purposes, negotiate and agree on roles to achieve goals. • Teachers provide practical learning experiences in political processes such as voting, elections. • Teachers work together to increase learning opportunities for students. • Teachers provide a wide range of teaching strategies including co-operative practices.
Civic Attachment and Allegiance The ways in which an individual feels attachment and allegiance to the school, to the local community, and to the wider civic community.	<ul style="list-style-type: none"> • Students feel that they are a crucial part of their school community. They feel attachment and allegiance to their school. • The teaching environment fosters in students a sense of belonging. 	<ul style="list-style-type: none"> • A sense of pride in the classroom and school is evident in student attitudes. • The school's physical environs are well maintained. • There is a sense of valuing observable in student interactions: student-student, student-teacher, student-parent, teacher-parent. • Students show allegiance to the school by: wearing common uniform; participating in school teams; choir. • Students willing to act as ambassadors for their school - externally and internally e.g. by acting as guides internally; by representing the school externally.

Chapter 9

Leadership Practices and School Culture

9.1 Overview

This study would argue that in creating the uniqueness of a school as a civic community, there is a need to examine the concept of the school community in cultural terms. As we move into the twenty-first century there is mounting evidence from the data in this study, of a popular struggle to restore more communitarian values “...those values that emerge in any community where the sense of belonging is sharp enough to stimulate and to encourage us to take the rights and needs of others into account” (Mackay, 1993). This chapter describes the particular culture unique to Southern High School, and determined by the individual values and experiences which each member brings to it, and the ways in which they act and interact. Effective schools’ research reveals that in the development of community within schools, schools need an individual identity with a clear sense of purpose and direction, shared values that unify members and orient them to a common purpose (Duignan, 1987; Duke, 1990).

Southern High School is determined that it has as one of its primary responsibilities that of preparing students as future citizens who can “participate fully in a democratic society” (School Plan, 1997, p.4). The question is: how does the school’s leadership and culture project this shared purpose to its community? Is there a close correspondence between its espoused values, philosophy and ideology on the one hand, and the actual

manifestations and practices on the other? This chapter attempts to explore some of these issues.

The literature on leadership and culture associates with the notion of the school building a shared vision, and formulating goals which bind both the leaders and followers into a shared covenant (Bennis and Nanus, 1985; Sergiovanni, 1991). Deal (1995, p. 117) suggests that “schools that encourage shared symbols and symbolic activity are able to build organic webbing across competing subcultures of teachers, students, parents, and administrators”. Various studies have also probed the connection between culture and productivity in education. Evidence suggests that school culture, ethos or cohesiveness, is related to student performance (Chubb, 1988; Purkey and Smith, 1983; Rutter et al., 1979). This chapter explores some of the characteristics of the leadership and culture that best describe the kind of community at Southern High School.

In building a sense of community, the school has attempted to reflect a ‘human face’ to each of its constituents. It has developed expressive symbols and signs that mark its tradition, and developed its identity as a learning organisation within the community. Over its short history of twenty-five years it has attempted to translate the principles of equity and social justice into effective practice. The school has clear goals of establishing effective arrangements for the participation of Aboriginal students and their parents in decisions regarding planning and curriculum delivery. It also has a clear policy and programs for the retention of all students: “This program offers assistance by specialist teachers and aides to those students who have severe learning problems, while providing pathways for those with pronounced educational needs” (School Plan, 1997, p.62). While it has lobbied for, and gained extra resources from governments to help overcome

disadvantage, it would still argue that it has more to do in addressing equity issues. The school is actually learning to “co-evolve along with their environments, rather than simply reacting to random environmental changes that may be imposed upon them” (Hames, 1994, p.76). The school has recognised that it has a part to play in relating to, and changing its environment to match the perceived needs of its community - both local and global.

9.2 Building a School Culture

School effectiveness researchers have more recently incorporated cultural ideas and a symbolic language into their formulation (Brookover and Lezotte, 1979; Purkey and Smith, 1983). Shared values are believed to both foster the social and moral development of young people (Bryk et al., 1990; Strike, 1991; Sergiovanni, 1993) and promote higher educational achievement (Coleman and Hoffer, 1987; Newmann, 1990). Students as part of their socialisation, need to participate in a school in which shared values provide the social “glue” that maintains the school community (Timperley and Robinson, 1995, p.137).

Neville (1996, p.6) states that there is a common thread in recent literature on culture suggesting that “the best way to gain access to the embedded values, norms and assumptions of an organisation is through examining the myths, sagas, metaphors” (Beare, Caldwell & Millikin, 1989; Deal and Peterson, 1990; Morgan, 1986). Culture has also been defined by Deal (1985, p.605) as “the way we do things around here. It consists of patterns of thought, behaviour and artefacts that symbolise and give meaning to the workplace”. Within this context, the purpose of education for citizenship assumes

a moral dimension, providing for the personal needs of the students and meeting the needs of society. According to Fullan (1993) schools need to make a difference in the lives of students regardless of background, and to help produce citizens who can live and work productively in increasingly dynamic societies.

In trying to discover the uniqueness of Southern High School in relation to other schools, the researcher examined both the written data from school documents and surveys, the data articulated through the interviews and focus groups, and through observations, discovering that the leaders in the school invest very strongly in the learning of each of the schools' constituents. There is strong evidence through its practices, to suggest that the school provides opportunities for sharing ideas and wisdom in an enabling environment of cooperation. Teachers, students and parents were made feel valued and this was borne out in response to both surveys and interviews.

Southern High School strongly articulates its educational philosophy, values and beliefs, and these influence the practices of the school, its priorities, behaviour patterns, its ceremonies and its symbols, and provides a rationale and justification for all its functions. Those outward manifestations of culture send very clear signals about what the school values, what ideals it espouses, and what ideas it pursues. "In our school planning, we have affirmed our strong commitment to enhancing the quality, variety and relevance of the educational opportunities which each child receives" (Annual Report, 1996, p.2). The leadership of Southern High School is serious about developing, maintaining and reshaping the things and symbols which express what the school stands for. There is a strong emphasis on committing to print the Annual Report to the community, the School Plan, Policies, Curriculum documents, regular and informative

newsletters, to ensure that the community is kept fully informed about the school's educational objectives through its public documents.

Southern High School creates its uniqueness through the visual signs that represents its identity within the community. Students are expected to wear a common uniform, and this is reinforced through the code of behaviour, with parents generally supportive of this practice. In its relatively short history, the school has developed clearly identified symbols and signs pertaining to its organisation. Its logo is an "anchor", both symbolising the community's history as a marine settlement, and figuratively portraying the image of something that makes a person feel safe and secure. The school's motto "Be Reasonable" signifies that all constituents in the school should act reasonably and fairly, and see things from all sides. These year ten students in the focus groups, were able to communicate the motto, and understood what it symbolised.

The teachers in the focus group made comments around the notion of "community": "We have established good relationships between ourselves and students through mutual respect"; "The school has developed a "sense of community" through valuing the contribution of its members"; "We have worked hard to establish a safe, caring and supportive environment for students and staff". In responding to Question G8 of the student survey questionnaire, **"In general, how would you Rate your school on each of the following aspects?"** in relation to the school environment, students rated the school as "very good" and "good" on the following aspects: "good working atmosphere" (81.1%); "a safe place to be" (81%); "supportive school environment" (77.1%).

Data collected from interviews indicated that relationships between teachers were collegial and supportive, with a strong “sense of us, being in it together”. Although they did not wish to criticise the school, both parents and students indicated that the school could provide more activities that do more “to build a community spirit within the school”. Students in the focus groups, suggested “more activity type days” could help build better relationships and good school spirit. In rating the school on “school spirit” in the surveys (Question G8), 71.7% of students agreed that it was “very good” to “good”, with 22.1% of students not rating it well. Parents on the same question rated 63.2% “excellent” to “good”; with 36.8% “fair” to “poor”. During the focus groups, parents and teachers expressed a need for more activities for celebrating achievements, with parents also expressing a need for activities that brought parents into the school. They also recognised the extra demands this brings for the school, but felt that it was important and necessary for school morale and spirit among all constituents that had a stake in it.

The literature on the relationship between school culture and school improvement when related to citizenship education emphasises the importance of the ethical focus of both leadership and management practices which are oriented towards democratic values within the school community. Foster (1989, p. 56) argues that “leadership carries a responsibility not just to be personally moral, but to be a cause of ‘civic moral education’ which leads to both self-knowledge and community awareness.” Leadership takes on the shared task with community members - of critique and vision: critique in the sense that it remains unsatisfied with social conditions which are dehumanising, and vision in the sense of searching for a kind of life which realises more closely the Aristotelian ideal (Foster, 1989).

“Understanding culture is not a matter of academic knowledge but more one of participation. Participation changes our perceptions and emotions as well as our thoughts and beliefs” (Hames, 1994, p.213). The extent and nature of Southern High School’s responsiveness to the influences of the attitudes and belief systems of the local and wider community has been a bit slow to change. One of the Assistant Principals stated “In the past, conformity by staff was more highly valued than vision and risk-taking”. The Principal, Assistant Principals, President of the Parents and Friends Association, and the parents in the focus groups, all recognised that the social aspects of the local community will be most influential on school development when the culture of the school itself values greater community participation to help its young people.

The next section describes the uniqueness and individuality of Southern High School through the metaphors it favours to interpret what the school stands for or does. These metaphors capture in some way the knowledge, ideas, thoughts and images within a cognitive framework that enables each of the constituents to act collectively, and with some degree of certainty within the organisation.

9.3 Image of the School Through Metaphor

A metaphor is described as a language form that helps us see one thing in terms of another (Morgan, 1980). Terry (1993, p.160) argues that metaphors “open windows into reality. They identify the known from the unknown, the novel from the familiar. They link the well established with the less well understood”. Hames (1994, p.80) argues that “the genetic code of any organisation - how it perceives itself and its own reality - is most easily detected through exposure to what people in the organisation feel best describes the

way they ‘picture’ the organisation in their mind’s eye”. Of course there are any number of different metaphors or ‘pictures’ that can be used to view and understand schools. In reflecting on the metaphors employed by each of the constituent groups of Southern High School, affirms the way they image the school.

The students in the focus groups described the school metaphorically as: S. H. School is like “fertiliser, you need to apply yourself to get anywhere”; S. H. School is “down-to-earth, anyone can come, it’s easy to fit in here, you don’t need social standing”; S. H. School is like a “big fish tank, you can’t get out when you want to, but you’re content while you’re there”. These images portrayed by the students cluster around a variety of metaphors from school likened to a “garden”, school as a “family”, and school as a cross between a “prison” and a “happy family”. Most of the images were concerned with cooperation and empowerment to make a contribution to the group.

Both the staff and the parents in the focus groups described the school as “pleasant and supportive”; “casual yet caring”; and as “one big happy family”. These images of the school provide a “human-ness and humaneness” (Beare et al., 1989, p.189). There appeared to be a commonality among the metaphors used by each of the constituents. Some of the new parents to the school in 1997, stated the reason for selecting the school for their student was this feeling of valuing and the sense of belonging to a “happy family” portrayed particularly by the students when they attended an orientation program the previous year.

Data gathered through the written documents, interviews and from observation, provide evidence that the school is focussing on new forms of organising that utilise the different

metaphors of “networks” or “hubs”. As mentioned in Chapter 8 through the design of the timetable, teachers are more able to cooperate and coordinate curriculum delivery. The school is establishing more formal computer networks to assist its aims for teaching and learning and which “promises greatly expanded opportunities to deliver the curriculum in ways which assist students to master fundamental skills, competencies and capabilities” (School Plan, 1997, p.72). One of the Assistant Principals indicated that the “whole notion of school will change over the next ten years. Schools will be like a hub, a centre for drama and interaction, with work being sent home electronically”.

9.4 Concept of Leadership

As systems change, so must our understanding of leadership and its distinction with management. Hames (1994, p.239) believes that “leadership is an intricate process, infinitely more complex, more profound, and more challenging than just effective management”. In examining the literature, almost all of the leadership models described, have sprung from, and been associated with a very mechanistic world-view and are about some aspect of power. Many teachers at Southern High School still hold these traditional conceptions of leadership that are increasingly disconnected from the complex reality of the modern views of leadership. Evidence of this is still the notion for a few teachers, that the role of the two Assistant Principals (male and female), is as the disciplining agent in the school.

The Southern High School leaders recognise that their leadership roles are through “a process of sharing and appreciation - of creating meaning and communicating purpose” (Hames, 1994, p.249). During interview, both Assistant Principals voiced how

important it was within the school to end the common practice of treating school administration and school leadership as synonymous. They agreed that they do both these functions simultaneously and iteratively. This study makes the distinction between leadership relating to mission, direction, inspiration; and management involving designing and carrying out plans, getting things done, working effectively with people.

Although the success of shared decision making is still unproven (Sarason, 1982). Researchers have argued that this shift to empowering teachers to share in decision-making has real benefits for students (Weiss, Cambone and Wyeth, 1991; Murphy, Evertson and Radnofsky, 1991). Shared leadership can produce real benefits to students only as teachers become more capable at group interaction, focus on substantial change and given resources, time and trust necessary to take risks and assume new responsibilities.

The leadership at Southern High School is no longer regarded as simply the capacity of one key person to influence the behaviours of others. This one-way, causal, power-oriented relationship between leaders and followers is no longer accepted as constituting the whole picture at the school. Cronin (1984, pp. 24-25) states: "The more we learn about leadership, the more the leader-follower linkage is understood and reaffirmed. A two-way engagement or two-way interaction is constantly going on. When it ceases, leaders become lost, out of touch, imperial, or worse." The Principal of Southern High School sees the key to his educative leadership as unlocking individual potential and talent across each of the constituents, "in a way that encourages sharing and the transformation of individual learning into communal learning" (Duignan, 1997, p.9).

In analysing the data particularly from the interviews with key personnel in the school, there is a general impression that the school leaders would like to see more changes in the way the school is currently functioning to enable greater participation by its constituents. The senior management of the school believe that the school has an open door policy, but as yet has few structures in place for all constituents to feel the door is open to them to express and opinion. Through observation, these leaders in the school, practice what they espouse in the way of being part of the larger team and being actively involved with students, teachers and parents. They are keen for the school to be at the forefront in educational practice, and with staff are putting in place mechanism to enable this to happen.

In the organisational life of the school, the Principal sees as the most crucial factors, “My ability to engender a high level of community support for the school, a high level of participation, quality communications, and the development of good relationships between all those involved”. The Senior Management of the school when interviewed indicated that through their leadership practices they are striving to create a sense of community based on principles of honesty, trust, integrity and courage. Through observation, the staff reaffirmed the core values of respect for the individual, tolerance of divergence, high personal conduct and for most, a commitment to renewal (Bhindi, 1996, p.8).

The Principal of Southern High School is keen to create new leadership practices - one with a moral dimension centred around purpose, values and beliefs. He is keen to transform the school from being seen merely as an organisation into a “civic community” and inspire the kinds of commitment that can make the school conscious of its civic

responsibility. The Principal is exploring the links between building followership and fostering greater self-management, with the importance of collegiality in building a morally responsible school community. In an attempt to introduce democratic processes, the school recognises that not every decision is open for full community participation, rather adjustments have to be made for the type of decision and its importance to the community. It also recognises that these democratic processes will sometimes be difficult to achieve because of the size of the school, and also the differing values upheld by members of its community.

The Principal is keen to ensure that communication from the school to its community includes reporting on issues to do with school improvements, student achievements and school priorities. In 1997 there is a notable link between the Annual Report and the priorities of the school and relates to measurements the school used in relation to judging whether it achieved its stated goals and outcomes. One approach the school is undertaking with regards school improvement particularly in literacy, is collecting data to ascertain whether the school has enabled its students to reach their full potential, i.e. what value has been added to a student's achievement by attending Southern High School. The school is using this information internally to work with teachers to raise achievement levels and to improve the standards of teaching and learning. Gradually, a culture of change is being developed in the school which embraces the challenges of accountability for school improvement. During interview, the Principal states: "By acting together we are creating shared knowledge and experiences, and we use these as a basis for action for change".

9.5 Summary

This chapter has attempted to determine those cultural and leadership outcomes that enhance the civic capacity of the constituents of the school (see Fig. 18). Fig. 18 provides a framework, a kind of lens or filter through which school leadership and culture can be viewed and examined, in differing contexts.

This study has also shown, that it is the deliberate intent of the school leadership of Southern High School to develop a coordinated and constructive school culture build on strong principles and values that have to do with, the provision of equality of opportunity for all its members. The leadership of the school is trying to balance respect for the traditions and values of the organisation, with the freedom and flexibility necessary for individual and group creativity and initiative, that will position it well for the challenges of change (Duignan, 1997). Terry (1993, p.40) believes that “Leadership lives between paradigms, taking people from the comfortable to the less comfortable, from the familiar to the unfamiliar. As the new reality emerges, leadership opens our eyes to the new world that is manifesting itself.”

Table 18 Indicators of the Leadership and Culture Domain

Leadership & Culture: *Successful citizenship education is enhanced by school leadership and culture which nurture the public habits and values that are critical for democratic living in diverse societies.*

Constitution of Citizenship	Leadership & Culture	Possible Indicators
Membership & Identity The sense of membership and identity that students, staff and parents have of themselves as citizen members of various communities.	<ul style="list-style-type: none"> • The school plays a variety of roles in the local community and in the wider educational community. • Students, staff and parents have a clear understanding of their roles as a member of the school community. 	<ul style="list-style-type: none"> • Participation by school in community events, educational events, national events. • School is seen as a 'good neighbour' in the community - loaning facilities, personnel, equipment. • School uses professional development to foster staff unity and commitment to common goals and team building. • Evidence of parent participation, parents and friends associations, fairs, school council, classroom participation. • Sense of a shared community evident in activities - church activities, family activities. • Evidence of team building activities - staff, staff and parents. • Evidence of engagement and high morale amongst staff and students.
Entitlement The degree to which the school formally allows participation by its constituents to make decisions, to voice opinions, to express their rights.	<ul style="list-style-type: none"> • The school recognises the entitlement of all members of the school community to participate in aspects of school decision-making. 	<ul style="list-style-type: none"> • Clear lines of communication in decision-making processes. • Evidence of 'open door' policy. • Equal access to participation by all students in all activities - evidence of inclusion of students with special needs, gifted students. • Evidence of consultation practices with all members of school community. • Processes used to develop policies and plans are known to all members of school community. • School leaders consult with a wide range of constituents.
Framing Interests The concepts individuals have of their own interests and well-being, and the practices they develop to achieve and protect these.	<ul style="list-style-type: none"> • The school has a clearly articulated sense of purpose and direction. • The school provides opportunities for all its members to articulate their own views and needs. 	<ul style="list-style-type: none"> • School has a mission statement, its purposes are explicit. • School's short and long term goals are known and shared by school community. • School seeks and invites advice from members of its community. • School leader articulates a vision for the school, based on shared ownership.
Political Understandings The levels of understandings that individuals have about how our common life operates as a political community.	<ul style="list-style-type: none"> • The school curriculum provides opportunities for students to enhance their political understanding. 	<ul style="list-style-type: none"> • Students have opportunities for participating in civic affairs at the school level and the community level, e.g. Youth Parliament. • Students participate in student councils and have leadership roles. • Students visit Parliament House, talk to politicians.
Civic Virtue The disposition of individuals to identify and practise a broad range of civic virtues such as justice, civility, respect for persons, tolerance, public service.	<ul style="list-style-type: none"> • The school acts in ways that explicitly champion notions of integrity, courage, compassion, fairness, generosity. 	<ul style="list-style-type: none"> • Staff members make explicit reference to fairness and equity in their practices. • Public activities such as assemblies are used to express ideas of civil virtue. • Newsletters give instances of expression of civic and civil virtue. • School has a culture of high expectations, recognition and praise for achievement. • School has a supportive environment for all its members.
Civic Agency An individual's capacity to participate effectively in a range of civic contexts in the life of the community.	<ul style="list-style-type: none"> • The school acts as an agent for change. It explicitly models a sense of efficacy. 	<ul style="list-style-type: none"> • Individual agency by students is celebrated, students who take initiative, initiate change. • Staff ideas are acted upon and valued. School leaders work effectively with people to get things done. • The school staff act as innovators of improved practice, evidence of action research, evidence of staff driven initiatives for change. • The school considers ways to improve students' ability to participate effectively in civic life - interpersonal skills, personal-life skills, cognitive(literacy and numeracy) skills. • Leaders play an active role in helping lead improvement.
Civic Attachment and Allegiance The ways in which an individual feels attachment and allegiance to the school, to the local community, and to the wider civic community.	<ul style="list-style-type: none"> • The school identifies itself as part of the community with a responsibility to serve its needs. • School practices give all its members a sense of attachment and allegiance. 	<ul style="list-style-type: none"> • School participates in community events - fairs. • School assemblies used to harness members into the corporate life of the school. • School notice boards, honour boards gives prominence to achievement of present and former students, University entrance, Rhodes Scholars, Aussie Citizen Awards, Student Artwork. • The students participate in the life of the community by visiting aged, hospitals, appeals.

Chapter 10

Management and Governance Practices

10.1 Overview

In considering the primary role of schools is to educate students, the fundamental purpose of educational reform is to improve student outcomes. In examining the data collected through this study, every element comes under scrutiny to identify what can be done to enhance its contribution to improving the civic outcomes of students. This chapter explores the management and governance practices at Southern High School needed to focus on the fundamental school goal: “to foster the development of all students to their full potential and to prepare them to participate fully in a democratic society” (School Plan, 1997, p.4). It examines the attempts made by the school to link organisational goals with individual performance: “The intention of the planning process is to ensure that the educational opportunities of all our children are maximised within a framework which takes appropriate account of the full range of expectations of students, parents, teachers, community, DECCD and governments” (School Plan, 1997, p.2).

This chapter also explores the issues of recognising an active role for parents, students and teachers in defining the culture and organisation of the school through school-based management. This issue has been omitted from previous discussions on citizenship, and gives these constituents a limited view about the importance of their involvement. This chapter is built on the notion that shared decision making must become at its core, a

strategy for improving the education of children and youth, and the organisation practices must provide the resources to support this (Murphy and Beck, 1995). This study assumes that if each of its constituents are actively involved in school reorganisation so that they embody a range of public values, then it should be possible for them to be much more active in the public domain. In this context, schools are seen as ideal places to nurture civic virtue or civility that are crucial for democratic living in diverse societies.

What is suggested by this study in regard to citizenship education is the need for a greater emphasis on participation (Berrell, 1993; Gilbert, 1994; Kennedy, 1994; Phillips, 1994). The study uses the viewpoint established through research, that a positive relationship exists between student acquisition of positive democratic values and attitudes, and active participation in a “democratic school climate” where principles and processes of democracy are operationalised (Ehman, 1980; Jennings and Niemi, 1974; Leming, 1985; Pahl, 1990).

10.2 Description of Management Practices

The devolution of responsibility to principals means that where once, parents and communities were passive recipients of selected information transmitted by the school to its constituents, now principals expect parents and community members to be active participants and become involved in the decision-making of the school. The style of operating a school has changed, becoming more flexible to meet these demands. It has become increasingly important for the leadership within the school to assist the school to frame its own unique response to demands made by governments, the education system and the local community. Major features in the task of redesigning Southern High

School are the development of a school culture that embraces this challenge to develop open systems to enable all its constituents to participate; and restructuring the organisation and resourcing of the school in order to meet its goals.

Through the individual interviews with the Principal, Assistant Principals and President of the Parents and Friends Association, it became evident that Southern High School prior to 1996 could be considered as having “boundary spanning” carried out by many people within the organisation “to secure a certain amount of organizational independence from the environment” (Goldring, 1995, p. 284). The school attempted to insulate itself from those selected influences of governments, education system and parent community. Changes in the leadership of the school in 1996 have opened these avenues, and the principal sees the challenge in ensuring a balance that affords the school both the necessary resources and relationships that require a certain level of environmental dependence, while achieving enough independence to adapt and ensure change occur.

In relation to the school management practices, the principal describes that the school is currently operating using very standard practices, to maximise decision-making. The school operates with a Management Committee, Program Teams and the opportunity to form Task Groups to manage other aspects of the school. In relation to parents, the school has a Parents and Friends Association that is currently undergoing an assessment of their operation, examining how to increase membership, and to play a more active role across the school. In relation to students, they have a Student Representative Council which acts as a conduit to change in matters of student concern. Each of these bodies are currently under review, and would like to see a greater means of influencing the school on matters that concern them. The Principal during the interview supported

this notion: “I would like to see an expansion of the roles of parents, students and teachers in decision-making and participation in the school”.

Although all constituents are represented in a range of different groups across the school as described in Chapter Four. Setting up a management committee operating as it is at present, was the first step in maximising participation and expanding the role of different groups. This was a slow process in building awareness, because of the natural stability of staff within the school. It was conceded, that most of the decisions have been made in the past by a small senior group within the school, they would then take the decisions to a staff meeting for input. With the move towards greater devolution of decision-making, the school has slowly begun to widen this group to be more representative.

A change of practice occurred in 1996 with the budgeting process moving towards program budgeting. In the past there was an expectation subject departments across the school would receive funding without justifying their needs in terms of school goals, and “groups would be told what they were going to receive”. For the budget process in 1997, teams were asked to justify in relation to how their program would meet the school goals and priorities. For some senior staff and managers of departments it was noted, that this change in culture was difficult at first.

One of the moves within the management practices of Southern High School was the use of teams, particularly cross-functional teams, which have helped break down barriers between departments. This use of teams has also helped to create or reinforce a common sense of purpose and promote learning (Senge, 1990). Within the very detailed school plan and the timetable organisation, there is a strong focus on the opportunities for

teachers to communicate and learn continuously from each other “substantial funds be provided for teams to attack our school priorities in ways that use local expertise ...” (School Plan, 1997, p.71). There is a recognition that they will struggle with self-management if they simply layer it on top of what they are already doing within the school (Wohlstetter, 1995). The school has a strong emphasis on providing a workplace that fosters high staff morale, and recognises that in implementing change it needs to build the skills and expertise of each of its constituents within an educational community.

10.3 Role of Parent and Community Involvement

Emerging from the research is the notion that the closer the parent is to the education of their student, the greater the impact on their development and educational achievement. Of course, as this study has shown it is not quite as simple, because there are multiple variables that make it more or less probable that closeness will occur. In determining under what conditions parents and the community involvement are most beneficial, needs an understanding of the different forms of parent participation and their consequences for students and school personnel. Certain forms of involvement produce more positive results, while others are found to be more counterproductive.

Studies conducted over the past decade increasingly point to the necessity of parent and community involvement for classroom and school improvement (Dauber and Epstein, 1989; Fantini, 1980; Mortimore et al., 1988; Rosenholtz, 1989; Wilson and Corcoran, 1988; and Ziegler, 1987). One of the reasons the role of parents is so confusing, is that what is meant by involvement or participation is often not specifically defined, nor is it linked to particular outcomes. The literature on participation in schools has tended to

focus on the various levels of involvement people have in the organisation through voluntary classroom assistance, or the decision-making processes, rather than the reasons why some people participate more than others. The data collected in this study attempts to provide some evidence for the reasons why people participate in schools, and in the social and political aspects as citizens.

The concept of participation used in this study is built on two main factors that emerge from the literature, that of “motivation” and the “capacity” to take part in the life of the school. It is also built on the notion that the motivation and capacity to take part have been developed through their association within institutions such as the family, the school and in fewer cases, the church (Verba, Schlozman and Brady, 1995). In the school context, the various forms of participation are usually by choice rather than imposed. This study has highlighted that there is a requirement of time, money and resources, and those who are motivated or have the capacity are more likely to be active, if they are asked to be involved.

A major study by Rosenholtz (1989, p.152) found important differences in how teachers in “moving” or “stuck” schools related to parents. Teachers from stuck schools “held no goals for parent participation” while teachers from moving schools “focussed their efforts on involving parents with academic content, thereby bridging the learning chasm between home and school”. From the data collected from Southern High School, senior staff viewed the school as now “moving” and see parents as part of the solution for assisting the school in addressing many of the educational and social issues that surround the school. Some of the teachers at Southern High School would believe they can be more effective if they obtain parental assistance particularly in supporting their program at

home, while a few still believe that their professional responsibilities would be in jeopardy, if parents were too involved.

In line with much of current research, the parents from Southern High School would rarely be formally requested to become involved in learning activities at home or supporting teachers in the classroom. Parents in the focus groups indicated that they were prepared to spend more time helping their children, if they were shown how to do specific learning activities. Epstein (1986, p.291) found that the perception of the teacher's role improved with parent participation in classrooms, because they were able at first-hand rate teachers more highly on the attributes of interpersonal skills and quality teaching. Further studies by Epstein and Dauber (1988) found that programs and practices were stronger in schools where teachers saw that they, their colleagues and the parents, all felt strongly about the importance of parent involvement. Evidence shows that once teachers and parents interact on some regular basis around specific activities, mutual reservations are transformed, with positive results for the personal and academic development of students, and for parent and teacher attitudes (Fullan, 1993, p.237).

One of the real issues identified by the Southern High School parent focus groups is the fact that not all parents show an interest in their student's school work, and not all teachers at Southern High School seek active parent involvement. In response to Questions D14 in the parent survey questionnaire, which asked parents about their participation in discussing their student's school work, **"How many times during the last term of Year 9 did you talk to your child's teacher about your child's progress and programs at school?"** and D15 which asked about the relationship between teachers and parents, **"How would you rate Relationships between**

each of the following in your school?” the data found that consistently around 18% of parents surveyed, responded that they either “did not participate” or “the relationship between teachers and themselves” were either “poor”, “very poor”, or they “don’t know”.

In Mortimore et al. (1988) study on school effectiveness, parental involvement practices represented one of the key factors that differentiated effective from less effective schools. Data from Southern High School from students, parents and teachers supports the view that parent involvement in the life of the school to be a positive influence on student progress and development. In discussions with the Principal, Assistant Principals and President of the Parents and Friends Association each were concerned about the mechanisms that work for getting people to actively participate in the school. They were keen to establish mechanisms that enable a dialogue about the range of school issues with the focus on improving the quality of teaching and learning. Aspects such as the school operating an informal, open-door policy to discuss individual concerns; parent attendance at meetings to discuss student progress (94.4%); providing access to books at home (98.5% of homes have more than 50 books); each support the belief that parent involvement is beneficial.

In examining why some people do not participate, the researcher has drawn from experience, literature and research to determine three factors. Firstly, that people can not make the commitment because of a paucity of necessary resources such as time and money. In examining the data sources in this study, the parents of these year ten students have a strong family focus, and use the reason that their family commitments

inhibited strong involvement. Only a small proportion of the respondents indicate that they attended church regularly or participated in voluntary organisations.

The second factor for parents choosing not to participate was their lack of interest in social or political issues, they felt their opinions would make little difference to the debate. The parents interviewed in the focus groups were concerned that the parent community within Southern High School had a responsibility to be involved in their student's education, and had a variety of roles they could play in the school to enhance both the school as a civic community and their student's educational opportunities through their voluntary support. They did admire those parents who gave their time to coaching sporting teams, umpiring, attending meetings and activities, and also those who became political to improve the facilities within the school and its local community.

The third factor highlights the reason for non-participation as having never been approached or asked, these parents felt isolated from the networks that operate in organisations. The parents interviewed expressed the view that there were limited opportunities for them to participate in the school in a meaningful way. Teachers tended to think parents knew the avenues to assist, but new parents indicated they were unsure of the processes. They felt there were lots of assumptions about their knowledge of the school. They were more than willing to be involved but did not feel that they had previously been invited, and felt uncomfortable about pursuing the matter personally, and perhaps be labelled "pushy" rather than "co-operative". They were genuinely concerned not to jeopardise their student's relationship with the school.

In examining the data sources, of survey instrument and focus groups from Southern High School on participation in voluntary organisations including formal Parents and Friends Association, these three factors are not the only ones considered, but responses to C8, **“If you did Not participate in any of the groups listed in C1 or do any of the things mentioned in C5, C6 or C7, how important are the following reasons in explaining why not?”** can be grouped together under these headings, and are found to be helpful in predicting participation. For example, in considering factor two: “lack interest or they would not make a difference”; when grouping the responses around this theme the study found that these parents considered them legitimate reasons for non-participation: “not interested” (53.9%); “other people have more to offer than me” (53.8%); “never thought about it” (69.2%); “it’s pointless” (38.5%). In considering factor three “never been asked” 50% of parents responded that this was very important or important in considering their non-participation in organisations.

Table 19 Question C8 Responses from Parent Survey outlining the reasons for non-participation in activities.

	Very Important	Important	Not Important
not interested	23.1%	30.8%	46.2%
people should take care of themselves	8.3%	50.0%	41.7%
other people have more to offer than me		53.8%	46.2%
don't have the necessary skills		42.9%	57.1%
haven't felt strongly enough about any issues	21.4%	42.9%	35.7%
never thought about it		69.2%	30.8%
lacking in confidence	15.4%	38.5%	46.2%
boring	7.7%	15.4%	76.9%
never been asked	14.3%	35.7%	50.0%
too busy	28.6%	35.7%	35.7%
too young		25.0%	75.0%
too shy	15.4%	30.8%	53.8%
it's pointless	15.4%	23.1%	61.5%

There was also data collected in the focus groups that supported this view that they had “never been asked” particularly as new parents in the school, and they wanted the school to know that they had an untapped market of new parents willing to assist teachers and students within the school.

In examining the data on parents both through the survey instruments, the focus groups and the interview with the President of the P & F Association, although the parents felt they were able to have a say through the body of the recognised school association, or by personally making an appointment to discuss individual matters pertaining to their student, they believed that for major policy and planning decisions they were more of a rubber stamp, than having a real sense of participation in the decision-making process. This information was confirmed by the Senior Management of the school who when interviewed, indicated that perhaps in some incidences, lip-service was currently paid to strategies for meaningful parent input and that the school needed to address this perceived problem.

Research by Bowles (1980); Mortimore et al. (1988, p.255); Murphy and Beck (1995); Townsend (1994) found little relationship between the existence of a formal Parents and Friends Association, the amount of parent participation on school councils and school boards, and student achievement. Fantini (1980, p.10) in his review suggests that the research on governance forms of involvement clearly supports the generalisation that for “parents as decision-makers, no direct evidence was found to confirm or reject the basic hypothesis about impacts on children, although there is evidence of benefits in participating adults”.

There was a recognition by the Principal of Southern High School that there was a need for systematic and well-developed mechanisms for sharing information both within the school and out in the community. He was also keen to seek feedback and acted on that information to improve its practices, even if it was critical of the school newsletter (feedback from Parent focus groups). He was keen to ensure that communication from the school to its community includes reporting on issues to do with school improvements, student achievements and school priorities. In 1997 there was a notable link between the Annual Report and the priorities of the school and relates to measurements the school used in relation to judging whether it achieved its stated goals and outcomes.

At Southern High School it was seen that the involvement of parents in the school can result in support for obtaining additional resources and in dealing with problems in relation to other agencies. Moore, Slotman, Steinberg, Manar and Fogel (1983, p.46) stressed the importance of parent and citizen groups in pressing for reforms in school-based “service quality” in monitoring and maintaining structures necessary to ensure quality of education for all students. Data collected through the survey instruments and focus groups, suggests that the parents at Southern High School support greater funding for government schools and are prepared to voice their opinions on behalf of schools, and in particular their local school. The vast majority of parents at Southern High School found meaning in the activities related to their own student, rather than in school or system-wide endeavours. The majority also believe that their local school offers a good general education for their year ten student and they have a high level of satisfaction.

Studies by Verba, Schlozman and Brady (1995) and Nie, Junn and Stehlik-Barry (1996) confirm that those who are advantaged in socio-economic terms, who have higher levels of education, income and occupation are more likely to be active politically. The data from Southern High School also shows a high correlation between levels of education, income and occupation of parents, and wanting to voice an opinion politically. Studies by Jackson and Cooper (1989); Wilson and Corcoran (1988) have found that for high schools to be effective, they must form broad-based relationships with their communities. The Principal of Southern High School supports this notion and is very keen to further develop these relationships. Also in the interviews with Assistant Principals in the school, they strongly supported the notion of participating in large community-based projects in partnership with community organisations or government bodies that give students a sense of their place in the management of the local community and an opportunity to make a significant civic contribution.

10.4 Encouraging Student Participation

Fullan (1993, p.170) argues that “when adults think of students, they think of them as the potential beneficiaries of change” rarely as “participants in the process of change and organisational life”. In examining the literature, there is a body of research which examines students as active participants in their own learning, but little research has been done on enhancing the role of students as members of the school as an organisation, or as a civic community. One study by Hepburn (1984, p.261) concludes that “democratic experiences in the school and the classroom do contribute to the participatory awareness, skills and attitudes fundamental to life in democratic societies”. One of the themes through the literature on civics and citizenship is that of “engagement” or more particularly

that of “political engagement”. This study has broadened this notion of “engagement” to explore whether the year ten students at Southern High School find their school an engaging place to be.

Based on data collected in this study, these year ten students are more positive about aspects of their school than that found in international studies such as those by Firestone and Rosenblum (1988, pps. 11-23); King (1986, p.99); Wilson and Corcoran (1988, Ch.9). These researchers identified a range of major school context factors that affect student engagement with their learning and their relationships with, and commitment to school such as: “relevance”, “respect and affiliation”, “support”, “expectations”, “influence”, and “intervention”.

In King’s large Canadian study 50% of students felt that “teachers did not understand their viewpoint” (King, 1986, p.99), whereas 73.3% of year ten students at Southern High School indicated that teachers are “responsive to student concerns”. Studies by Firestone and Rosenblum (1988, pps. 11-23) claim it is difficult to achieve relevance and a sense of academic purpose in urban high schools. 94.2% of Southern High School year ten students described themselves as either really interested in their learning, or work hard regardless of what it is they are learning. 74% of these year ten students rate the school as “very good” to “good” in providing an academic program, with 74.8% considering the school offers a wide subject choice, and 90.5% considered the school’s practices were fair and equitable, in relation to meeting student’s choice of subjects.

The second and third factors highlighted in the research, that of affiliation and sense of connectedness that students and staff have for their environment; and the concern

whether the practices of the school are fair and consistent, were also examined by the survey instrument used in the case study and feedback from the student focus groups of Southern High School. The findings revealed that 74.4% of the year ten students felt teachers treated them with respect; 86% felt the school was fair in relation to teaching methods used; 81.1% felt that the school has a good working atmosphere; also 66.4% of students considered they could influence decisions regarding the school environment. The fourth factor found in the research literature that of expectation serving to improve student performance was also considered by the survey data, and revealed that these year ten students from Southern High School rated themselves positively with regards teacher expectations (93.6%) and their own personal abilities (95.1%); with 86.2% thinking they are likely to achieve their career goals.

The fifth factor in the research literature, is that described as influence. Although the research by Firestone and Rosenblum (1988) found that teachers had limited interest in policy decisions, this case study at Southern High School in examining data from the teacher survey instruments and interviews revealed that these teachers are very interested in continuing to being involved in school policy decision-making beyond the day-to-day matters. Examining evidence from the survey question G21, **“How likely is it that you can Influence School decisions regarding each of the following?”**, these students felt they were more likely to influence: “school environment” 66.4%; “school decisions affecting their school year” 63.3%; their grades” 47.3%; but less likely to affect curriculum and policy matters such as “assessment policy” 68.2%; “school uniform” 62.4%; “discipline policy” 59.1%; or “subject availability” 58.2%. The students in the focus groups indicated that they knew the channels to use through their Student Representative Council to get issues addressed, and some things changed

within the school. Although at this stage these students felt they had little avenue to be involved in the key committees within the Management structure of Southern High School where they could greatly influence these curriculum and policy decisions.

Research by Wilson and Corcoran (1988, Ch. 9) shows that some schools intervene to ensure that all students are engaged in their learning. These schools put programs and policies in place to address some of the many issues such as retention, attendance, greater engagement and morale among staff and students, and the professional development of staff. In examining the data collected from Southern High School, the school is making every attempt to address the needs of all its students by putting in the most appropriate programs. As mentioned previously, the data revealed that those most disaffected students in the school are male, and a proportion of these identified themselves as Aboriginal. Research has shown that students can be sensitive to the behaviours of teachers towards them, and teacher's expectations of them are powerful predictors of student performance. The data collected through the student survey revealed that the student's own expectations for themselves (4.9% rated below to well below average) more closely matched what they thought the teacher's expectation of them would be (6.3% rated below to well below average).

Bryk and Thum (1989), and more recent studies by Educational Planning Branch, DEA (1995) on Tasmanian students found that both absenteeism and dropping out of school are less prevalent where the curriculum is relevant to their needs, and teachers are interested in, and involved with students. Studies by Coventry, Cornish, Cooke, and Vinell (1984); Stoll(1990); O'Keefe, Stoll, Cole, Coleman, and Gabb (1993) show links between absences from school and peer pressure, and curriculum content. The effects

of these factors “persist even after controlling for student level differences in social class, sex, academic background, and race/ethnicity” (Bryk and Thum, 1989, p.v). In analysing the data from Southern High School, 10% of year ten students (which include the percentage of those disaffected) at this stage will not continue their education onto college, these figures may change and student’s decisions may be influenced by recent Federal Government policy on the eligibility for Youth Allowance (1997). As mentioned previously the school through its MARSS program is trying to address curriculum relevance for those students at risk.

This section has attempted to intensify the view that for all constituents to participate effectively, it can not be left to participation by a few student leaders in the Student Representative Council. Reforms in the school will need to be the accumulation of a multitude of minor ways which offer the opportunity for individual students to actively participate.

10.5 Teacher Participation

It is evident from the data collected through Question D21 of the teacher’s survey questionnaire, **“To what extent do You want to be actively Involved in decision making in your school regarding...?”** and question D22, **“To what extent are teachers in your school routinely Consulted but not involved in decision making on matters of school policy regarding...?”** that these teachers wish to be actively involved in the decision making of the school and routinely consulted on matters of school policy. They feel that their involvement through deliberative practices in the school provides the opportunity for further refinement of policies and

practices that enhance the quality of programs in the school. They believe that they have the authority and responsibility to make decisions in the best interests of their students, and claim that their level of involvement is “very good” to “good”, and that there is high level professionalism amongst staff at the school. Research on school reform argues that increased teacher participation in school decision making will enhance both teacher commitment and the quality of decisions made about schooling (Conley, Schmidle and Shedd, 1988).

At Southern High School, the Principal and Assistant Principals are convinced that for effective management the school requires a structure that enables them to share power and facilitate staff participation in the making of policy and the taking of decisions which affect them. Many school leaders find it difficult to mesh collaborative or participative decision-making with the hierarchical structure of the school, and to find time and opportunities for teachers, but the management of Southern High School sees it as a challenge to find a structure to make it happen. In developing its goals, Southern High School reiterated the commitment to participatory management: “create a truly collaborative decision making process involving all stakeholders - staff, students and parents” (School Plan, 1997, p.4).

The structure that is currently being trialed at Southern High School described earlier in the chapter, uses a team approach to develop the policies, programs and practices. Teachers described that working in teams helped to engender a feeling of belonging in the school. The goal of increased collegiality and collaboration amongst teachers helps break down patterns of teacher isolation stemming from “cellular” forms of organisation in schools (Lortie, 1975; Pellegrin, 1976). Through teamwork, barriers are being broken

down across the school, thus strengthening the community feeling amongst staff. Each person has been able to contribute through their skills and talents to the fabric of the organisation. Because of the flexibility of the structure, teams are formed when needed and, when their purpose is achieved, they disband.

Consistent with the research literature by Little (1982) various factors appear to condition the effects of collegiality and collaboration at Southern High School and these were characterised by the practices of: teachers engaged in talking about their teaching practice; teachers designing and planning teaching materials together; teachers mentoring others in a variety of ways; and teachers work being observed and appraised by others. These practices were particularly apparent in the Humanities Department of Southern High School.

10.6 Summary

This chapter has determined that probably the most important ingredient in the accountability of the school to its community is for the organisation to match its organisational goals. When an organisation is primarily concerned with becoming a civic community it needs to focus on the role of schooling and its effects on student civic outcomes. This study has attempted to build a model for examining the match between what a school says it does and whether this is consistent with what it does. Table 20 provides the model for examining the Management and Governance practices of the school to determine whether the school achieves its civic outcomes.

This study argues that the closer the parent is to the education of their student, the greater the impact on their development of these outcomes and their educational achievement.

This chapter has attempted to explore the evidence from the data collected at Southern High School that shows that for this school regardless of student backgrounds, they do things to enhance student motivation, performance and overall engagement in the life of the school.

Although the school would argue that at this stage, they have not explored the range of possibilities to engage students in either participatory processes, or major community projects, the majority of year ten students at the school appear to find the curriculum meaningful for them, and feel able to meaningfully voice their opinions and concerns.

This chapter has attempted to draw together the information on those management and governance practices that enable the Principal to share the power, and to facilitate participation in the decision making processes by each of the constituents of the Southern High School's community. The study also tracks some of the key indicators that are associated with organisational and individual performance objectives within each of these sub-components.

Table 20 Indicators of the Management and Governance Domain

Management & Governance: Successful citizenship education is fostered by a school environment which has a high emphasis on opportunities for meaningful involvement and participation by all its constituent members.

Constitution of Citizenship	Management & Governance	Possible Indicators
Membership & Identity The sense of membership and identity that students, staff and parents have of themselves as citizen members of various communities.	<ul style="list-style-type: none"> • The school management practices give a sense of membership and identity to members of the school community. 	<ul style="list-style-type: none"> • Multiple roles and actors in school decision-making. • School plans and policies acknowledge names of people involved. • School makes opportunities for broad community involvement.
Entitlement The degree to which the school formally allows participation by its constituents to make decisions, to voice opinions, to express their rights.	<ul style="list-style-type: none"> • The school provides clear avenues for each member of the school community to participate in school decision-making. 	<ul style="list-style-type: none"> • All participants know how to express their point of view. • All groups have a way of expressing their point of view. • The school provides a variety of opportunities for student engagement in decision-making - SRC., curriculum development/review groups.
Framing Interests The concepts individuals have of their own interests and well-being, and the practices they develop to achieve and protect these.	<ul style="list-style-type: none"> • The school gives opportunities for all participants to be represented in the plans and projects of the school, and the processes used to develop these. 	<ul style="list-style-type: none"> • The processes of decision-making are known to all participants. • There are forums for discussion on issues for staff, students and parents. • Participation, initiative taking and empowerment are key factors in the school's planning process.
Political Understandings The levels of understandings that individuals have about how our common life operates as a political community.	<ul style="list-style-type: none"> • The school community has an understanding of how the school functions politically both internally and externally. 	<ul style="list-style-type: none"> • The school seeks involvement in civic affairs outside the school environment. • Members of the school community have an understanding about the various groups within the school who influence the decision-making process. • The school provides professional development opportunities to increase teacher knowledge in the area of political literacy.
Civic Virtue The disposition of individuals to identify and practise a broad range of civic virtues such as justice, civility, respect for persons, tolerance, public service.	<ul style="list-style-type: none"> • The school management practices are seen to embody civic virtue. 	<ul style="list-style-type: none"> • Meetings are orderly and conducted democratically. • Divergent opinions are able to be expressed and considered. • The school seeks opportunities to act virtuously in the wider community - participates in charity events. • School policies show respect for environmental issues.
Civic Agency An individual's capacity to participate effectively in a range of civic contexts in the life of the community.	<ul style="list-style-type: none"> • The school seeks to have its interests represented in the political sphere. 	<ul style="list-style-type: none"> • The school writes to politicians, Lord Mayor, members of councils. • The school has its needs expressed by a range of people - parent lobby group, state and national parent councils. • The school feels they have access to, and support of a local politician. • The school mobilises resources and district support to help achieve school goals. • The school is involved in Neighbourhood Watch, Safety House Zone.
Civic Attachment and Allegiance The ways in which an individual feels attachment and allegiance to the school, to the local community, and to the wider civic community.	<ul style="list-style-type: none"> • The school sees itself as an ambassador for its community. • The school has a range of management practices that have as their goal attachment and allegiance by the school community. 	<ul style="list-style-type: none"> • The school has organised events which seek involvement from a variety of community members - grandparent days, reunions, family fun days, class barbecues. • The school identifies itself as representing the local community. • The school has a corporate livery - bumper stickers, supporters sweaters, logo T-shirts. • The school engages in marketing and promotion of its activities. • The school has ceremonial acts of allegiance with a particular responsibility to serve its community - Anzac Day, Australia Day. • The school celebrates local, state or national achievements - sporting, cultural, academic, scientific. • The school regards itself as an ambassador for the community. • The school has low levels of truancy, vandalism.

Chapter 11

Summary, Issues and Conclusions

11.1 Overview

The purpose of this concluding chapter is to provide a summary of the issues which have been examined in previous chapters. These issues relate to the key aspects of the methodology of the investigation; an overview of the study findings as reported in the previous chapters; and a listing of the major issues emerging from the study which may inform practice and policies on citizenship education for systems and schools.

11.2 Methodological Issues

A distinct feature of this study is the use of multiple methods for collecting a variety of both qualitative and quantitative information. These methods included separate questionnaire surveys of students, parents and staff, focus group interviews with students, parents and SOSE staff, and interviews with senior personnel in the school and Parents and Friends Association, document analysis and observation techniques for assessing each of the constituents' participation in the activities of the school. In addition, different aspects of the study were designed and conducted with a colleague. This usage of multiple methods and an independent researcher added to the validity of the

conclusions by enabling triangulation of information obtained by a different researcher and a range of different information-gathering techniques.

As with most studies, this evaluation suffers from the shortcoming that it inevitably describes past situations which existed at the time of the study (early part of 1997). This study took place at a time of flux within the school, with new or relatively new senior management, some new staff in new positions, new policies and administrative structures, and new SOSE curriculum being trialled particularly in the years seven and eight. Consequently, some of the observations and criticisms of the school are not necessarily applicable at the time of publication of this study. Nonetheless, a number of observations still hold true, and it is likely that some of these outdated observations may be useful for some schools who are in the process of undergoing change.

In collecting data for the study, the researcher depended greatly on the cooperation and assistance of the Principal, Assistant Principals, AST3 (SOSE), staff, year 10 students and parent/carers at Southern High School. There are many examples of the cooperation shown by the school, and this study acknowledges only a few through the following examples. In arranging for the student questionnaire to be completed, the SOSE teachers provided immeasurable assistance through organisation, time and cooperation. In obtaining the focus groups of students, one of the Assistant Principals was asked to select a sample which was representative of the year 10 population, following up with organising the time, venue and groups. Similarly, in distributing the parent survey questionnaire, the principal organised publicity, follow-up and support. In obtaining an opportunity for discussion with parents both the principal and the President of the Parents and Friends Association provided a venue and support. While every effort was taken to

seek samples which were relatively representative, the researcher cannot be sure that highly representative sampling was achieved. Consequently, caution should be exercised in interpreting these findings and generalising them to other schools and school populations.

11.3 Summary of Findings

The purpose of this section is to provide a summary of the research and findings reported in the previous chapters. Chapter One provided an introduction to the study and its importance to the debate on civics and citizenship education. This study emphasises that citizenship education is developing in Australia against a background of change in schools, work and training, that are causing a major rethinking and re-evaluation of past practices.

Chapter Two describes the major research from the literature that examines various notions of citizenship and establishes in this study the need to recognise the broader notion of citizenship as a social practice. The study incorporates the development of seven civic capacities that provide effective agency at the micro-level of the classroom, and the macro-level of the school. Chapter Three describes the multiple qualitative and quantitative methods used in the study. The chapter also develops a conceptual framework determining the major context for the study being the school and its constituents - the year ten students, their parents and teachers. Chapter Four provides background information about Southern High School and a context for the study. Southern High School was established to cater for the needs of secondary age students in

the local area. The curriculum covers a broad range of subjects to cater for the diverse educational interests and needs of the students.

Chapter Five provides a summary of aspects of the data collected through the survey instrument, involving the sampling of all year ten students (n=151) at Southern High School. One purpose of the survey questionnaire was to obtain a descriptive profile of the year ten cohort in 1997. The second important aim of the survey questionnaire was to collect evaluative information about Southern High School from the students. This chapter is constructed around a series of key questions which provide an overview of the views expressed by these year ten students.

The overwhelming positive results concerning staff-student relationships attest to the success of Southern High School in creating a favourable culture for these students. Some open-ended questions in the focus groups revealed that the students considered that rewarding aspects of attending Southern High School included staff who treated them equitably and fairly, the diversity offered in the curriculum, the opportunities to influence some levels of decision-making, whereas unsatisfying aspects perceived by some students were the discipline policy, little opportunity to influence significant features of the school. An interesting trend evident in the data when responses were broken down by gender, year ten female students generally expressed somewhat more satisfaction with school than year ten male students.

In contrast to the way that students were the focus for Chapter Five, parent views provided the basis for discussion in Chapter Six. Again this chapter uses a series of questions to focus the attitudes and views gathered through the various data sources.

The survey questionnaire was responded to by seventy parents, which represented a return rate of 46.6%. At Southern High School the questionnaire survey revealed that the parents were highly satisfied with their year ten students, the majority also considered Southern High School was a fair-minded school and offered a good general education.

Using three key questions on citizenship and citizenship education, Chapter Seven provided information about the views and attitudes of teachers at Southern High School. A range of data were collected, using the survey instrument, which was distributed to teachers in the school (n = 9 respondents); focus group interviews of SOSE teachers; interviews and observations were also undertaken; and school documents were collected.

The final part of the study consisted of three chapters on using the school as the unit of analysis through the Sub-components outlined in the conceptual framework. Chapter Eight focuses on Teaching and Learning Practices. Chapter Nine focuses on Leadership Practices and School Culture. Chapter Ten focuses on Management and Governance Practices. Each of these chapters use the range of multi-data sets in an endeavour to build a model to examine the school as a civic community achieving a range of civic outcomes for each of its constituents. When these indicators were considered, it was done with the belief that it would help the school focus on its practices, and determine whether these were evident at the micro-level of the classroom, and the macro-level of the school. Where possible these indicators were to help teachers and leaders within the school to improve their effectiveness.

The impetus for determining and applying indicators was driven by the need to guide schools, communities and administrators in improving their understanding of the broader

Table 21 Model for Framing Citizenship Practice at the School Level

Constitution of Citizenship	Domains of the School		
	Teaching & Learning	Leadership & Culture	Management & Governance
Membership & Identity The sense of membership and identity that students, staff and parents have of themselves as citizen members of various communities.	<ul style="list-style-type: none"> • Students have a clear understanding of their role as a member of the class group. • Teachers provide a caring and secure environment which fosters a sense of membership of the class 	<ul style="list-style-type: none"> • The school plays a variety of roles in the local community and in the wider educational community. • Students, staff and parents have a clear understanding of their roles as a member of the school community. 	<ul style="list-style-type: none"> • The school management practices give a sense of membership and identity to members of the school community.
Entitlement The degree to which the school formally allows participation by its constituents to make decisions, to voice opinions, to express their rights.	<ul style="list-style-type: none"> • Teaching practices allow students to participate in choices concerning their learning. 	<ul style="list-style-type: none"> • The school recognises the entitlement of all members of the school community to participate in aspects of school decision-making. 	<ul style="list-style-type: none"> • The school provides clear avenues for each member of the school community to participate in school decision-making.
Framing Interests The concepts individuals have of their own interests and well-being, and the practices they develop to achieve and protect these.	<ul style="list-style-type: none"> • Students have a clear concept of themselves as individuals and of their own fundamental interests and well-being. 	<ul style="list-style-type: none"> • The school has a clearly articulated sense of purpose and direction. • The school provides opportunities for all its members to articulate their own views and needs. 	<ul style="list-style-type: none"> • The school gives opportunities for all participants to be represented in the plans and projects of the school, and the processes used to develop these.
Political Understandings The levels of understandings that individuals have about how our common life operates as a political community.	<ul style="list-style-type: none"> • Students have an understanding about the functioning of civic and civil society. • Teaching practices foster student political understandings. 	<ul style="list-style-type: none"> • The school curriculum provides opportunities for students to enhance their political understanding. 	<ul style="list-style-type: none"> • The school community has an understanding of how the school functions politically both internally and externally.
Civic Virtue The disposition of individuals to identify and practise a broad range of civic virtues such as justice, civility, respect for persons, tolerance, public service.	<ul style="list-style-type: none"> • Students practise a broad range of civic and civil virtues. • Teachers model a broad range of civic and civil virtues. 	<ul style="list-style-type: none"> • The school acts in ways that explicitly champion notions of integrity, courage, compassion, fairness, generosity. 	<ul style="list-style-type: none"> • The school management practices are seen to embody civic virtue.
Civic Agency An individual's capacity to participate effectively in a range of civic contexts in the life of the community.	<ul style="list-style-type: none"> • Students have a capacity to participate effectively in the civic life of the school. • Teachers provide learning opportunities which teach skills necessary for effective participation. 	<ul style="list-style-type: none"> • The school acts as an agent for change. It explicitly models a sense of efficacy. 	<ul style="list-style-type: none"> • The school seeks to have its interests represented in the political sphere.
Civic Attachment and Allegiance The ways in which an individual feels attachment and allegiance to the school, to the local community, and to the wider civic community.	<ul style="list-style-type: none"> • Students feel that they are a crucial part of their school community. They feel attachment and allegiance to their school. • The teaching environment fosters in students a sense of belonging. 	<ul style="list-style-type: none"> • The school identifies itself as part of the community with a responsibility to serve its needs. • School practices give all its members a sense of attachment and allegiance. 	<ul style="list-style-type: none"> • The school sees itself as an ambassador for its community. • The school has a range of management practices that have as their goal attachment and allegiance by the school community.

notion of citizenship, and in determining the outcomes that will assist and guide the development of quality programs. Table 21 provides an overview of the model for examining citizenship practice at the school level.

11.4 Issues Emerging From the Study

In this section, some of the study's most salient findings are drawn together as the key issues emerging from the study. The five key issues identified are: (1) the culture of Southern High School; (2) participation of its constituents; (3) framing a curriculum for developing citizenship; (4) pedagogical practices; (5) assessing civic outcomes. As well, some suggestions are made about possible areas which could benefit from future consideration by the system or other researchers.

11.4.1 Culture of the School

The description of the culture of Southern High School offers a shared understanding for most of the constituents of those philosophies, ideologies, values, assumptions, beliefs, expectations, attitudes and norms that knit a community together (Kilmann, Saxton, and Sherpa, 1985). The culture of the school not only serves to identify its members through the ideas, beliefs and values of the group, but it manifests a cultural identity. This study has demonstrated that Southern High School is attempting through its relationships and association between members of the school community to create a climate of change, and a recognition that the community offers a diverse range of views and ideas, but that these can be accommodated through a shared understanding and mutual respect.

One of the major intentions of the study was to use the civic capacities (fig. 3) to frame a model for schools to use in examining the system of beliefs within the school community, the pattern of relationships, and forms of association between members of the culture, which form the school as a civic community. The current focus of the Directions for Education (DECCD, 1997) on “partnership agreements” requires schools to focus in on shared goals. This study has shown through its focus that unless the whole community is empowered to have a voice, these agreements will not be representative, thus indicating how important the culture of the school enables all to feel a sense of civic belonging.

11.4.2 Participation of its Constituents

Through each of the data sources it was clear that the participation of all constituents was considered important. The Parents and Friends Association, the Staff Meeting, and Student Representative Council forums were the main channels of communication so that decisions about initiatives, policies, and responses to new demands could be handled expeditiously without the need for too much delay. While this organisational structure enabled some to feel they achieved certain key goals, others felt that there was a need for changes to enable greater meaningful participation. This was fully recognised by the Principal and President of the Parents and Friends Association, through the current restructuring within the decision-making groups within the school. On a smaller scale is the recognition of the key role for students to participate in the major decision-making forums, enabling this to happen will be the next major challenge for the school.

Now that the school is well established in its ideas for organisational change, it could be worthwhile to consider these future issues and find effective ways to address them: the place of parent participation in the many aspects of the classroom; the role of staff in major community projects that enhance the civic participation of students; the role of students taking greater leadership through voicing their ideas and concerns within their community and playing a more active role in community-based or global-based projects. Through addressing some of these issues, it would place the school at the forefront of implementing the broader notions of citizenship within its community.

11.4.3 Framing a Curriculum

This study has not so much framed a curriculum, but provided data on the current state of civics education in one Tasmanian Secondary School, through surveying year ten students and their teachers. The data shows that the majority of year ten students find the current Year 10 syllabuses across the Social Sciences, neither challenging in its content, or teaching methodology, except for those particular aspects more related to environmental and social issues. This data is particularly significant for those involved in the Discovering Democracy project currently being written for Australian schools.

In framing a curriculum to meet the needs of these students, both the curriculum developers and teachers involved need to establish clear goals and articulate the outcomes for students. This study provides strong supportive evidence from the data to show that in designing curriculum for citizenship education, educators need a “maximal” approach. It argues that teachers at Southern High School need to use the broader notions of

citizenship to move students beyond the current low level of political literacy and lack of interest in many of the subject related units of the SOSE curriculum, to those civic capacities that enhance their ability to take on a greater and more meaningful role in classroom, school and society.

11.4.4 Pedagogical Practices

This study has tried to build on to the current research in the area of examining pedagogical practices which enhance civic learning outcomes. Southern High School has recognised the need to review current teaching methodologies used in the classroom. One of its major priorities is to increase the skills of teachers through professional development activities which widen their range of strategies and examines the learning styles of the students.

Data collected from teachers showed that some of the techniques suggested by current research which enhance students' civic outcomes, such as large cooperative group projects, role play situations and parliamentary processes, or debating issues of political or social significance, were not as favoured by those interviewed, yet data showed that students found these the more stimulating parts of the Social Sciences curriculum. A key issue for the school is in reforming the curriculum so that it builds experiences that are real and have significant challenges for these young people. It was widely recognised within the school that students did have opportunities for negotiating their curriculum, but for these year ten students it tended to be within the boundaries of the current TCE syllabus.

11.4.5 Assessing Civic Outcomes

This study through building its conceptual framework recognises that schools are not in a position to fully control the achievement of all civic outcomes. The study recognises that student achievement is the result of the interaction of a number of variables including the student's ability, social and family circumstances, system-wide policies which encourage certain management practices, broader environmental, social and economic circumstances of the community. Although this study recognises that schools are just one factor in a student's achievement (Hanushek, 1994, p.64), it focuses on the civic capacities of membership, identity, entitlement, framing interests, political understandings, civic virtue, civic agency, civic attachment and allegiance that enhance citizenship in its constituents.

This study argues that students are responsible for achieving many of the outcomes, and that increasingly the effect of the individual teacher, over and above the effects operating at the school level, is considerable (Reynolds, 1994, p.12). Hill and his associates (1993, p.15) argues that "... it is primarily through the quality of teaching that effective schools make a difference". The previously referred to Table 21 shows the synthesis of outcomes previously elaborated in Chapters Eight, Nine and Ten (Tables 17, 18, and 20). It also outlines the professional responsibility schools have to optimise student civic achievement levels through providing a framework for examining civic best practices. This framework outlines some of the indicators that could be used to observe, measure and assess the civic outcomes of schooling, and is one means towards the end of improving citizenship education in our schools.

This study argues that the school needs to focus on civic outcomes that represent a range of aspects of development, and should never hope to encapsulate every aspect of schooling that is valued. For schools to focus more on these outcomes requires them, to have access to assessment instruments that can reflect the goals and purposes of what they are trying to achieve. This framework takes into consideration the current assessment tools being used in Tasmanian schools as part of the Assisted School Review Process begun in 1997. To authenticate this instrument it would need to be trialed in more than just this school. The researcher found it a useful tool in examining the school as a civic community in determining the areas of strengths, and highlighting those outcomes that still needed to be addressed. As Southern High School moves further towards a Partnership Agreement with its community, this tool will further assist them in identifying those civic outcomes they wish to achieve.

11.5 Final Comments

As discussed in this thesis, one of the major challenges for those with responsibility for civics and citizenship education is synthesising the variety of contexts, objectives and outcomes that have been identified as fundamental to the effective education of young people in the 21st century. This is clearly not an easy task and will require all the skills that individuals, schools and systems around the nation can gather. This study argues that if fundamental reform is to be achieved, then a “maximal” approach to citizenship education needs to be in place.

The quality of citizenship education is dependent on the successful implementation of different approaches and strategies to curriculum design and delivery. Organising and conducting the curriculum in traditional ways can be no longer acceptable or perpetuated in schools. One of the dilemmas of the Discovering Democracy programme is that in adopting new rhetoric and new pathways through History without fundamentally changing attitudes and behaviours, is to risk generating “more of the same”. As stated previously in this thesis, rewriting the curriculum without changing the nature of what teachers, students and parents do, and how they do it, is unlikely to improve the quality of citizenship education in Australian schools.

This study concludes that there is a need to formulate and implement more flexible strategies for citizenship education that will result in an effective integration of the kinds of attributes, knowledge, competencies and civic capacities considered essential for all young people. This study argues that the domains of teaching, learning, leadership, culture, management and governance need to be emphasised in establishing and modelling the practices essential for effective participation in a democratic society.

This study concludes that by establishing meaningful indicators based on cooperative dialogue with teachers, parents and students, schools can be assisted to develop their own action plans for determining civic outcomes of schooling. Over time, this model’s usefulness can assist schools measure its progress against its own stated objectives. It also has the capacity to be used as a tool for reflection, comparison and further research.

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APPENDIX A
SURVEY INSTRUMENTS



STUDENT SURVEY

“FROM CIVICS TO CITIZENSHIP” RESEARCH PROJECT QUESTIONNAIRE

CENTRE FOR
CITIZENSHIP AND EDUCATION

SCHOOL OF EDUCATION
UNIVERSITY OF TASMANIA

1997

A. PERSONAL BACKGROUND.

A1 What is the name of your SCHOOL?

A2 How LONG have you attended this school?(years)

A3 Did you attend another High School before this one?

- 1 no
- 2 yes If yes, what is its name?.....

A4 Are you MALE or FEMALE?

- 1 female
- 2 male

A5 In what YEAR were you born?

19__

A6 Would you identify yourself as ...

- 1 Aboriginal
- 2 African
- 3 East Asian (eg Chinese)
- 4 South East Asian (eg Indonesian)
- 5 European or Caucasian
- 6 Pacific Islander
- 7 South Asian (eg Indian)
- 8 Torres Strait Islander
- 9 mixed (please specify).....
- 10 other (please specify)

A7 Where were you BORN? And your parents?

	You	Your Mother	Your Father
Australia	1	1	1
England	2	2	2
Scotland	3	3	3
Italy	4	4	4
Greece	5	5	5
New Zealand	6	6	6
Vietnam	7	7	7
other (please specify)	8	8	8
.....			
don't know	9	9	9

B. INVOLVEMENTS AND ATTACHMENTS.

B1 Do you belong to a GROUP of close friends?

- 1 yes
- 2 no

B2 How many FRIENDS did you spend time with over the past week?

B3 Indicate roughly the number of HOURS you spent with your FRIENDS in the last week (don't include time at school).

No of Hours	
watching TV	
talking on the phone	
talking	
playing sport	
watching videos	
shopping	
hanging around town	
casual activities (eg roller-blading)	
at home	
on the Internet	
playing games	
listening to music	
eating	

B4 How close - how emotionally attached - do you feel to

	Very close	Close	Not particularly close	Not close at all	Not applicable
your family	1	2	3	4	5
your friends	1	2	3	4	5
your school	1	2	3	4	5
your church	1	2	3	4	5
your neighbourhood	1	2	3	4	5
your town or city	1	2	3	4	5
your state	1	2	3	4	5
Australia	1	2	3	4	5

B5 Here is a list of common types of organised GROUPS that young people might belong to. Please circle the KIND OF INVOLVEMENT you have had in any of these groups during the PAST MONTH or so, and the TOTAL NUMBER OF HOURS it took. If you were not involved in a particular kind of group, go to the next line.

	Going to Meetings	Raising Funds	Hands on Work	Committee Member	Organising	Other	Total Hours Last Month
church related groups	1	2	3	4	5	6	
environmental groups	1	2	3	4	5	6	
sporting clubs (not including <i>playing</i> sport)	1	2	3	4	5	6	
music, art, literary or drama groups	1	2	3	4	5	6	
hobby or craft groups	1	2	3	4	5	6	
service organisations eg Red Cross,	1	2	3	4	5	6	
youth Groups (eg Scouts)	1	2	3	4	5	6	
internet groups	1	2	3	4	5	6	
other (please specify)	1	2	3	4	5	6	
.....							
.....							

DON'T FORGET THE 'TOTAL HOURS' COLUMN! If no involvement in any of these groups or organisations, please go to question B7.

B6 For the group listed in B5 that took up the MOST TIME, how well does each of the following reasons explain your involvement?

	Very Important	Important	Unimportant	Not Applicable
personal / family involvement	1	2	3	4
to do something worthwhile	1	2	3	4
felt obliged	1	2	3	4
personal satisfaction	1	2	3	4
to learn new skills	1	2	3	4
religious beliefs	1	2	3	4
social contact	1	2	3	4
help others	1	2	3	4
to be active	1	2	3	4
to gain work experience	1	2	3	4
supporting a cause I believe in	1	2	3	4
building confidence	1	2	3	4
fun, enjoyment	1	2	3	4
to develop valuable networks	1	2	3	4

B7 HOW IMPORTANT is it that you see YOURSELF as someone who ...

	Very Important	Important	Unimportant
comes from a particular city, town or region (eg Hobart)	1	2	3
comes from a particular neighbourhood (eg Ravenswood, Taroona)	1	2	3
supports a sporting club	1	2	3
belongs to a particular social class (eg middle class, working class)	1	2	3
comes from a particular state (eg Tas, NSW)	1	2	3
has a particular political preference (eg Labor, Green, Democrat, Liberal)	1	2	3
has a particular ethnic background (eg Polish, Vietnamese)	1	2	3
has a particular religion (eg Christian, Muslim)	1	2	3
has rights	1	2	3
has a good character	1	2	3
is of a particular age group (eg young person)	1	2	3
is an Australian	1	2	3
has a good education	1	2	3
is a citizen	1	2	3
is a member of a particular family	1	2	3
is a member of a particular group of teenagers (eg the Gothics, the Skegs, the Nerds)	1	2	3

C. YOUR FUTURE.

C1 How important are the following to your PERSONAL WELL-BEING, now and in the future?

	Very Important	Important	Unimportant
having friends	1	2	3
having a good marriage	1	2	3
having kids	1	2	3
having a girlfriend or boyfriend	1	2	3
going to university	1	2	3
going to TAFE	1	2	3
getting into a trade as soon as possible	1	2	3
having a high status profession	1	2	3
working in a job that interests you	1	2	3
making lots of money	1	2	3
not getting tied down into a long-term relationship too early	1	2	3
being able to participate in sports	1	2	3
living in a community that cares about the environment	1	2	3
having rights	1	2	3
being healthy	1	2	3
being involved in politics	1	2	3
being involved in community service	1	2	3
living in a caring community	1	2	3
participating in decisions about your community	1	2	3
living life according to your religious faith	1	2	3
being able to choose for yourself	1	2	3
living in a society that believes in a fair go for all	1	2	3
living in a democracy	1	2	3
having time to read and reflect	1	2	3
your physical appearance	1	2	3
trying to change the world you live in	1	2	3

C2 How LIKELY is it that you will attain the GOALS that you think are important for your well-being?

CAREER GOALS

- 1 very likely
- 2 likely
- 3 unlikely
- 4 very unlikely

LIFESTYLE GOALS

- 1 very likely
- 2 likely
- 3 unlikely
- 4 very unlikely

C3 WHEN do you plan to LEAVE school?

- 1 at the end of Year 10
- 2 at the end of Year 11
- 3 at the end of Year 12
- 4 don't know

C4 In the year AFTER leaving school, what do you plan to do?

- 1 go to a TAFE college
- 2 go to university
- 3 work full time, no further training
- 4 work full time, part time training
- 5 apprenticeship
- 6 other (please specify)
- 7 don't know

C5 What do your PARENTS want you to do after leaving school?

	Mother	Father
go to a TAFE college	1	1
go to university	2	2
work full time, no further training	3	3
work full time, part time training	4	4
apprenticeship	5	5
other (please specify)	6	6
.....		
don' know	7	7

C6 How CONFIDENT are you of finding a job when you complete your studies?

- 1 very confident
- 2 fairly confident
- 3 unsure
- 4 not confident

C7 In your thinking about what to do after Year 10, who or what has been most important in influencing your choice? And second most important? And third most important? (Use letters below)

a	friends	
b	teachers	
c	parents	
d	careers information	
f	news stories	
g	TV programs	
h	brothers/sisters	First most important.....
i	relatives	Second most important.....
j	minister/priest etc.	Third most important.....
k	counsellor	
l	famous people	
m	no one	

C8 How important have the following REASONS been in your thinking about which CAREER to choose:

	Very Important	Important	Unimportant	
a	to serve God	1	2	3
b	to make good money quickly	1	2	3
c	to make lots of money in the future	1	2	3
d	to do something that is socially valuable	1	2	3
e	to have high social status and prestige	1	2	3
f	to have power	1	2	3
g	to keep your options open	1	2	3
h	to do interesting work	1	2	3
i	to help the disadvantaged	1	2	3
j	to get out of school as soon as possible	1	2	3
k	to help your family financially	1	2	3
l	to become famous	1	2	3
m	other (please specify)	1	2	3
.....				

What have been the three most important reasons (use letters above)

First most important.....
Second most important.....
Third most important.....

C9 How important are each of the following to your SELF IMAGE?

	Very Important	Important	Unimportant
a being known as someone who is "cool"	1	2	3
b being known as someone who wears 'trendy' clothes	1	2	3
c being known as someone attractive to the opposite sex	1	2	3
d being known as someone who is up to date with the music scene	1	2	3
e being known as someone who is your own person	1	2	3
f being known as someone who runs risks with the law	1	2	3
f being known as someone who is a "brain"	1	2	3
g being known as someone who is a good mate	1	2	3
h being known as someone who plays fair	1	2	3
i being known as someone whose parents are well off	1	2	3
j being known as someone who puts others first	1	2	3
k being known as someone who doesn't give a damn	1	2	3

What are the three most important aspects of your self image (use letters above)

First most important.....

Second most important.....

Third most important.....

C10 Who or what has the MOST INFLUENCE on YOUR decisions about

	parents	friends	brothers/ sisters	magazines/ newspapers	TV	teachers	school texts	minister/ priest	no one
your weight, and what you eat	1	2	3	4	5	6	7	8	9
what you do in your leisure time	1	2	3	4	5	6	7	8	9
smoking	1	2	3	4	5	6	7	8	9
playing sport	1	2	3	4	5	6	7	8	9
sexual activity	1	2	3	4	5	6	7	8	9
doing part-time work	1	2	3	4	5	6	7	8	9
drugs	1	2	3	4	5	6	7	8	9
alcohol	1	2	3	4	5	6	7	8	9

D. SOCIAL AND POLITICAL ATTITUDES.

D1 Here are some opinions about life in Australia. Please indicate how much you AGREE or DISAGREE with each statement

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Don't Care
Stronger measures should be taken to protect the environment.	1	2	3	4	5	6
People with good ideas are not supported enough in Australia.	1	2	3	4	5	6
Income/ wealth should be more evenly distributed.	1	2	3	4	5	6
Government interferes with individual rights too much.	1	2	3	4	5	6
Governments don't spend enough money on youth welfare.	1	2	3	4	5	6
A mix of people from different cultures is a good thing for Australia.	1	2	3	4	5	6
Anybody in Australia can get ahead if they make the effort.	1	2	3	4	5	6
Most people in Australia don't have a real say about how the country is run.	1	2	3	4	5	6
Powerful interest groups rather than the government run the country.	1	2	3	4	5	6
Homosexual acts between consenting adults should be illegal.	1	2	3	4	5	6
Low-cost government is more important than democratic government.	1	2	3	4	5	6
Efficient government is more important than democratic government.	1	2	3	4	5	6
Trade unions have too much power in Australia.	1	2	3	4	5	6
Australia has too much Asian immigration.	1	2	3	4	5	6
Aboriginal land rights should be protected.	1	2	3	4	5	6
Abortion should be available on demand.	1	2	3	4	5	6
The Australian flag should be changed.	1	2	3	4	5	6
Australia should retain the monarchy.	1	2	3	4	5	6
The government should spend more to improve conditions for Aborigines.	1	2	3	4	5	6
Unemployment benefits in Australia are too low.	1	2	3	4	5	6
The majority in a democracy should get its way.	1	2	3	4	5	6

D2 In general, how INTERESTED are you in

	Very interested	Somewhat interested	Not really interested	Not at all interested
school	1	2	3	4
playing sport	1	2	3	4
watching sport	1	2	3	4
listening to music	1	2	3	4
playing music	1	2	3	4
politics	1	2	3	4
current affairs	1	2	3	4
reading books	1	2	3	4
friendships	1	2	3	4
hobbies	1	2	3	4

D3 LAST WEEK, how often did you

	Every day	Most days	Some days	Only one day	Not at all
READ about politics	1	2	3	4	5
DISCUSS political matters with other people	1	2	3	4	5

D4 How many TIMES in the PAST YEAR have you contacted, either by yourself or with others,

a local Council alderman times
 a local Council officer times
 a State Member of Parliament times
 a State Public Servant times
 a Federal Member of Parliament times
 a Commonwealth Public Servant times

D5 How many TIMES in the PAST YEAR have you ...

written a letter to a newspaper times
 phoned a 'talk-back' radio program times
 participated in a legal protest times
 participated in an illegal protest times
 attended a public meeting times
 signed a petition times

D6 How many TIMES in the PAST YEAR have you ...

participated in 'one-off' community events
 (eg 'Clean up Australia') times
 participated in fund-raising for a charity or
 community group (eg door-knocking) times
 donated your own money to a charity or
 community group times

D7 If you did NOT do any of the things mentioned in D4, D5 or D6, how important are the following reasons in explaining why not?

	Very Important	Important	Not Important
not interested	1	2	3
people should take care of themselves	1	2	3
other people have more to offer than me	1	2	3
don't have the necessary skills	1	2	3
haven't felt strongly about any issues	1	2	3
never thought about it	1	2	3
lacking in confidence	1	2	3
boring	1	2	3
never been asked	1	2	3
too busy	1	2	3
too young	1	2	3
too shy	1	2	3
it's pointless	1	2	3
other (please specify)	1	2	3

D8 If there were a federal election tomorrow and you were permitted to vote, which POLITICAL PARTY would you VOTE for? (Circle one)

- 1 the Liberal Party
- 2 the National Party
- 3 the Australian Labor Party
- 4 the Australian Democrats
- 5 the Australian Greens
- 6 other (please specify)
- 7 don't know

D9 How do you see the following? As personal issues? As community issues? As political issues? Circle more than one number in each row if necessary.

	Personal issue	Community issue	Political issue
too few jobs	1	2	3
restrictions on uranium mining	1	2	3
people being able to own their own homes	1	2	3
the salaries paid to teachers	1	2	3
more Landcare projects	1	2	3
changes to Social Security rules	1	2	3
people having someone who will listen to their problems	1	2	3
choice of school subjects	1	2	3
watching R-rated movies	1	2	3
sale of Metro bus service	1	2	3
the amount of tax people pay	1	2	3
restrictions on wage increases	1	2	3
being able to go anywhere in Tasmania without worrying about my safety	1	2	3
unemployment	1	2	3
being paid a decent wage	1	2	3
housing interest rates	1	2	3
waiting lists for hospital surgery	1	2	3
class sizes in Tasmanian schools	1	2	3
having to work for the dole	1	2	3
funding for important government programs	1	2	3
changes to curriculum	1	2	3
bus fares and schedules	1	2	3
censorship	1	2	3
elected representatives who know what people want	1	2	3
fewer nuclear weapons	1	2	3
the sale of part of Telstra	1	2	3
changes to numbers of police officers in Tasmania	1	2	3

D10 To what extent do you AGREE or DISAGREE with each of the following statements about POLITICS?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Politics				
is the Prime Minister and the Leader of the Opposition shouting at each other in Parliament	1	2	3	4
is the way a democratic community solves its problems	1	2	3	4
is the way citizens in a democracy hold members of Parliament responsible	1	2	3	4
is what political parties do	1	2	3	4
is what the Government does	1	2	3	4
is about compromising	1	2	3	4
has nothing to do with me	1	2	3	4
is boring and uninteresting	1	2	3	4
is necessary to promote the good of the community	1	2	3	4
protects the interests of the rich and powerful	1	2	3	4
is a forum for windbags and big-mouths	1	2	3	4
does nothing to help ordinary people to improve their lives	1	2	3	4

D11 To what extent do you AGREE or DISAGREE with each of the following statements about POLITICIANS?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Politicians				
seek election because they want to help their communities	1	2	3	4
are usually capable people	1	2	3	4
are controlled by powerful interest groups	1	2	3	4
seek the opinions of the people in their electorate	1	2	3	4
follow the agreed policies of their political parties	1	2	3	4
seem to enjoy disagreeing with each other	1	2	3	4
help people who are in difficulty with the public service	1	2	3	4
are just like the rest of us	1	2	3	4
are difficult to make contact with	1	2	3	4
exploit their position for financial gain	1	2	3	4
put popularity ahead of being effective	1	2	3	4
do a lot of research to find the best ideas	1	2	3	4
aren't paid enough	1	2	3	4

D12 How strongly do you AGREE OR DISAGREE with each of the following descriptions of the Australian ECONOMY?

The Australian economy ...	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
has declining job opportunities for young people	1	2	3	4	5
has expanding job opportunities for people with education	1	2	3	4	5
has expanding job opportunities for those who know the right people	1	2	3	4	5
is fixed so that the rich get richer	1	2	3	4	5
is fixed so that ordinary people can't get ahead	1	2	3	4	5
is dominated by big companies	1	2	3	4	5
is powerless against global economic pressures	1	2	3	4	5
has a great future	1	2	3	4	5

D13 In some countries, there are people with CONFLICTING INTERESTS. In your opinion, how DEEP are the conflicts between the following people in Australia?

	No conflict	Some conflict	Deep conflict	Very deep conflict
smokers and non-smokers	1	2	3	4
poor people and rich people	1	2	3	4
developers and conservationists	1	2	3	4
people who have different religious beliefs	1	2	3	4
the working class and the middle class	1	2	3	4
management and employees	1	2	3	4
young people and adults	1	2	3	4
people born in Australia and immigrants	1	2	3	4
country people and city people	1	2	3	4
Aborigines and other Australians	1	2	3	4

D14 Which SOCIAL CLASS would you say you belong to?

- 1 upper class
- 2 middle class
- 3 working class
- 4 none

D15 Who or what do you think has MOST INFLUENCED your views about SOCIAL AND POLITICAL ISSUES? The second most important influence? And third? (PLEASE USE LETTERS BELOW)

a	parents	
b	teachers	
c	school	
d	friends	First most important influence
e	books	Second most important
f	TV newstories / documentaries	Third most important
g	priest / minister	
h	religion	
i	newspapers / magazines	
j	brothers, sisters	
k	other adults	
l	music	
m	movies, videos	

D16 There are times when we need the support of other people to live our lives. How would you go about doing any of the following?

	Do it myself	Ask a friend or relative to help me	Ask a counsellor, adviser or coach	Get a group of people to help me	Find an organisation that could help
work out what to do with my life	1	2	3	4	5
work out right from wrong	1	2	3	4	5
try to change something happening at school	1	2	3	4	5
try to change something in your local community	1	2	3	4	5
try to change something in society	1	2	3	4	5
work out what to do with your leisure time	1	2	3	4	5
work out what career to choose	1	2	3	4	5

E. TRUST.

E1 On the whole, how often can MOST PEOPLE be TRUSTED?

- 1 always
- 2 mostly
- 3 often
- 4 sometimes
- 5 seldom
- 6 never

E2 How often can you TRUST each of the following to act in your best interests?

	Always	Mostly	Sometimes	Rarely	Never	Not Applicable
your parents	1	2	3	4	5	6
your friends	1	2	3	4	5	6
your boyfriend / girlfriend	1	2	3	4	5	6
your school	1	2	3	4	5	6
school counsellor	1	2	3	4	5	6
your minister / priest	1	2	3	4	5	6
the police	1	2	3	4	5	6
local councils	1	2	3	4	5	6
the State Government	1	2	3	4	5	6
the Federal Government	1	2	3	4	5	6

E3 How surprised would you be if you trusted these people and they let you down?

	Very surprised	A bit surprised	Not at all surprised
your parents	1	2	3
your friends	1	2	3
your boyfriend / girlfriend	1	2	3
your school	1	2	3
school counsellor	1	2	3
your minister / priest	1	2	3
the police	1	2	3
local councils	1	2	3
the State Governments	1	2	3
the Federal Government	1	2	3

F. CITIZENSHIP

**F1 How IMPORTANT do you think the following are to being an AUSTRALIAN?
An Australian is someone who....**

		Very Important	Important	Unimportant
a	is committed to a fair go for everyone	1	2	3
b	has the same rights as other Australians	1	2	3
c	is sports minded	1	2	3
d	has a relaxed and comfortable life style	1	2	3
e	has a good character	1	2	3
f	fulfills their responsibilities to others	1	2	3
g	is of British descent	1	2	3
h	has Australian-born parents	1	2	3
i	was born in Australia	1	2	3
j	grew up in Australia	1	2	3
k	swears allegiance or loyalty to Australia	1	2	3
l	speaks English	1	2	3
m	has lived in Australia for most of their life	1	2	3
n	appreciates the Australian environment	1	2	3
o	fits into the Australian way of life	1	2	3
p	is proud of Australia's achievements	1	2	3
q	knows about Australian history	1	2	3
r	supports democratic government	1	2	3
s	has Christian values	1	2	3
t	supports the monarchy	1	2	3
u	knows about the Australian Constitution	1	2	3

**What do you think is the MOST IMPORTANT? And the second and third?
(Please use letters above)**

First most important

Second most important.....

Third most important.....

**F2 In Australia, when do Australian-born people first become CITIZENS?
(Circle one number only)**

- 1 as soon as they are born in Australia
- 2 when they turn 18
- 3 when they turn 21
- 4 when they first vote
- 5 when they get a passport
- 6 when they start paying taxes
- 7 when the law regards them as responsible for their actions

F3 Do you believe Australians have the following RIGHTS, and how important are they to you?

				Very important	Important	Unimportant
a	the right to vote	Yes	No	1	2	3
b	the right to a vote that is of equal value to the votes of other people	Yes	No	1	2	3
c	the right to a fair trial	Yes	No	1	2	3
d	the right to a decent standard of health care	Yes	No	1	2	3
e	the right to work	Yes	No	1	2	3
f	the right to an education	Yes	No	1	2	3
g	the right to join groups and associations of their choice	Yes	No	1	2	3
h	the right of free speech	Yes	No	1	2	3
i	the right to a decent standard of living	Yes	No	1	2	3
j	the right to join the church of their choice	Yes	No	1	2	3
k	the right to unrestricted movement within Australia	Yes	No	1	2	3
l	the right to own property	Yes	No	1	2	3
m	the right to join the political party of their choice	Yes	No	1	2	3
n	the right to public safety and protection	Yes	No	1	2	3
o	the right not to be discriminated against on the grounds of race, gender or ethnicity	Yes	No	1	2	3
p	the right to belong to a trade union	Yes	No	1	2	3
q	the right to protest	Yes	No	1	2	3
r	the right to freedom of information	Yes	No	1	2	3
s	the right to privacy	Yes	No	1	2	3

F4 People have different ideas about what a RIGHT is. In your view, a right is ...

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a	a gift from God	1	2	3	4	5
b	a kind of moral rule to ensure the equality of all citizens	1	2	3	4	5
c	permission or liberty to do as you like	1	2	3	4	5
d	a legal status that can only be granted by the Parliament	1	2	3	4	5
e	a legal status that can only be created by a Constitution	1	2	3	4	5
f	something belonging to all human beings	1	2	3	4	5
g	a kind of duty that the government owes to citizens	1	2	3	4	5
h	a responsibility that citizens have towards each other	1	2	3	4	5
i	a kind of privilege that involves no responsibilities to others	1	2	3	4	5
j	a privilege available only to a few people	1	2	3	4	5
k	a limitation on the power of the government	1	2	3	4	5

F5 Australians have RESPONSIBILITIES as well as rights.

	How important is it that MOST AUSTRALIANS do the following?				How important is it that YOU do the following?		
	Very important	Important	Not important		Very important	Important	Not important
vote in elections	1	2	3		1	2	3
obey the laws	1	2	3		1	2	3
work for a living	1	2	3		1	2	3
complete at least 10 years of education	1	2	3		1	2	3
get involved in politics	1	2	3		1	2	3
become informed about political matters	1	2	3		1	2	3
do jury duty	1	2	3		1	2	3
report crime	1	2	3		1	2	3
respect the rights of others	1	2	3		1	2	3
pay taxes without cheating	1	2	3		1	2	3
serve in the Defence Forces	1	2	3		1	2	3
work hard	1	2	3		1	2	3
take care of their family	1	2	3		1	2	3
protest against unjust laws	1	2	3		1	2	3
respect public property	1	2	3		1	2	3
respect people from different cultural backgrounds	1	2	3		1	2	3
treat people equally regardless of colour, race or religion	1	2	3		1	2	3
treat people equally regardless of gender	1	2	3		1	2	3
be responsible about one's own health	1	2	3		1	2	3
help others in distress	1	2	3		1	2	3
respect and look after the natural environment	1	2	3		1	2	3

F6 On a scale from 1 to 5, how STRONG is

	Very weak			Very strong	
your sense of identity as an Australian	1	2	3	4	5
your sense of belonging to the Australian community	1	2	3	4	5
your sense of responsibility to other Australians	1	2	3	4	5
your sense of attachment to Australia	1	2	3	4	5
your sense of attachment to another country	1	2	3	4	5
your support of democratic government in Australia	1	2	3	4	5
your sense of pride in Australian achievements	1	2	3	4	5
your sense of being an Australian citizen	1	2	3	4	5
your sense that Australia is a place where your rights are protected	1	2	3	4	5

F7 If your class elected you to REPRESENT them in an important school meeting, would you see YOUR ROLE as.....
(CIRCLE ONE NUMBER ONLY)

1. speaking and voting on **only** those issues that your classmates had given you clear **instructions** about
2. speaking and voting according to your considered judgement of what would be best for your **classmates**, even if they had not given you instructions
3. speaking and voting according to your judgement of what would be best for **everyone affected** by the decision, even if your classmates did not benefit from these decisions
4. speaking and voting according to what you saw was in **your best interest**
5. attending the meeting but only to advise that you wanted **all** your classmates directly involved in the discussion

F8 In general, who should participate in group decision-making?

	Yes Definitely	Yes Probably	Not Sure	Probably Not	Definitely Not
1 anyone who is likely to be greatly affected by the outcome of the group's decisions	1	2	3	4	5
2 anyone who may be affected to some degree	1	2	3	4	5
3 anyone concerned about the impact of the decisions, even if it won't affect them directly	1	2	3	4	5
4 anyone who is knowledgeable about the issues being discussed, even if it won't affect them directly	1	2	3	4	5
5 anyone who is skilled at making difficult or important decisions, even if it won't affect them directly	1	2	3	4	5
6 anyone willing to accept the decisions made by the majority of the group, even if that person is disadvantaged by the decision	1	2	3	4	5
7 anyone willing to be polite and go along with the 'rules' for discussion accepted by the group	1	2	3	4	5
8 anyone willing to say what they think rather than just listening	1	2	3	4	5
9 anyone willing to do some of the work that might arise from the decisions	1	2	3	4	5

F9 All in all ...

	Very Good	Good	Average	Poor	Very Poor
... how good a citizen do you think you are?	1	2	3	4	5
... how good a citizen do you think you will be ?	1	2	3	4	5
... how good a citizen are most Australians generally?	1	2	3	4	5

G. SCHOOLING.

G1 What SUBJECTS are you taking this year?

Circle the number for each subject that you are taking. If the exact names of your subjects are not listed, circle a similar subject.

<i>English</i>	<i>Mathematics</i>	<i>Computer Studies</i>	<i>Social Science</i>
1 English	3 Mathematics	5 Computer Studies	7 Social Science
2 English As A Second Language	4 Mathematics Extended	6 Information Processing	8 History
			9 Geography
			10 Aboriginal Studies
			11 Religious Studies
			12 Child Studies
<i>Commerce/ Business</i>	<i>Materials , Design & Technology</i>	<i>Art, Craft & Design</i>	<i>Home Economics</i>
13 Business	17 Computer Graphics & Design	21 Art	25 Foods, Textiles and the Family
14 Accounting	18 Design in Wood	22 Pottery	26 Food & The Family
15 Legal Studies	19 Design in Metal	23 Photography	27 Textiles & The Family
16 Keyboarding	20 Design In Plastics	24 Other Arts & Crafts	
<i>Languages Other Than English</i>	<i>Science</i>	<i>Physical Education</i>	
28 French	34 Science	37 Physical Education	
29 Japanese	35 Science Extended	38 Outdoor Education	
30 Indonesian	35 Electronics	39 Sports Science	
31 German	36 Agricultural Studies	40 Physical Recreation	
32 Italian		41 Health	
33 Latin			
<i>Work Studies</i>	<i>Performing Arts</i>		
42 Work Studies	44 Music		
43 Learning Enterprise	45 Music Instrumental		
	46 Speech and Drama		
	47 Dance		

G2 Are you a student member of any SCHOOL COMMITTEES or decision making groups? (Circle more than one if appropriate)

- 1 Student Representative Council
- 2 School Council
- 3 Curriculum Committee
- 4 Sports Committee
- 5 Class Committee
- 6 other (please specify)
- 7 none of these at my school

G3 At school

	Well above average	Above average	Average	Below average	Well below average
How would most teachers rate your academic ability?	1	2	3	4	5
How would you rate your academic ability?	1	2	3	4	5
How well are you doing this year at					
English	1	2	3	4	5
Maths	1	2	3	4	5
Science	1	2	3	4	5
SOSE / Social Science / History / Geography	1	2	3	4	5
your subjects overall	1	2	3	4	5

G4 Would you DESCRIBE yourself as a student who (Circle one option only)

- 1 is really interested in what you learn at school and works hard to do well
- 2 is really interested but only works moderately hard
- 3 is not really interested in what you learn at school but works hard to do well
- 4 is not really interested in what you learn at school but goes along with the routines and doesn't make waves
- 5 is really turned off by school work and doesn't go along with school routines
- 6 Other (please specify)

G5 In which of the following school-organised activities do you participate?

	Often	Sometimes	Rarely	Never	Not available
sport	1	2	3	4	5
community work	1	2	3	4	5
music, band or orchestra	1	2	3	4	5
debating	1	2	3	4	5
drama, theatre, dance, school play	1	2	3	4	5
activities such as chess, photography	1	2	3	4	5
peer support	1	2	3	4	5
cross age tutoring	1	2	3	4	5

G6 In general, how would you rate RELATIONSHIPS between each of the following in your school?

	Very Good	Good	Poor	Very Poor	Don't Know
among students	1	2	3	4	5
among teachers	1	2	3	4	5
teachers and the Principal	1	2	3	4	5
the Principal and students	1	2	3	4	5
the Principal and parents	1	2	3	4	5
teachers and students	1	2	3	4	5
teachers and parents	1	2	3	4	5

G7 How important are the following attributes of an EFFECTIVE TEACHER?

	Very Important	Important	Unimportant
knows the subject matter well	1	2	3
manages discipline well	1	2	3
respects all students in the class	1	2	3
treats students as young adults	1	2	3
is friendly with students	1	2	3
is popular with students	1	2	3
improves learning outcomes	1	2	3
establishes a good working atmosphere	1	2	3
is able to communicate with students	1	2	3
has a good sense of humour	1	2	3

G8 In general, how would you RATE your school on each of the following aspects:

	Very Good	Good	Poor	Very Poor	Don't Know
teacher interest in students	1	2	3	4	5
effective discipline	1	2	3	4	5
student behaviour	1	2	3	4	5
fair discipline	1	2	3	4	5
school spirit	1	2	3	4	5
effective teaching	1	2	3	4	5
teacher respect for students	1	2	3	4	5
well prepared teachers	1	2	3	4	5
good working atmosphere	1	2	3	4	5
teacher professionalism	1	2	3	4	5
academic program	1	2	3	4	5
parent-school relations	1	2	3	4	5
a safe place to be	1	2	3	4	5
supportive school environment	1	2	3	4	5
wide subject choice	1	2	3	4	5
responsiveness to student concerns	1	2	3	4	5
interested, hard working students	1	2	3	4	5
good facilities	1	2	3	4	5
effective leadership by the school principal	1	2	3	4	5

G9 In a typical term-week, how many HOURS would you spend on HOMEWORK?

.....hours

G10	How important to YOU are the following objectives of schooling?			How well does your school ACHIEVE these objectives?		
	Very Important	Important	Not Important	Achieves Well	Achieves Poorly	Not Sure
teach literacy & numeracy	1	2	3	1	2	3
teach people how to get along with each other	1	2	3	1	2	3
develop independent thinking	1	2	3	1	2	3
develop respect for people from different backgrounds	1	2	3	1	2	3
develop employment skills	1	2	3	1	2	3
develop self-discipline	1	2	3	1	2	3
get students into university	1	2	3	1	2	3
develop loyalty to Australia	1	2	3	1	2	3
provide a general education	1	2	3	1	2	3
promote responsible citizenship	1	2	3	1	2	3
develop self-esteem and self-confidence	1	2	3	1	2	3
develop respect for the law	1	2	3	1	2	3
develop respect for authority	1	2	3	1	2	3
keep young people out of trouble	1	2	3	1	2	3
acquire general knowledge	1	2	3	1	2	3
promote religious values	1	2	3	1	2	3

G11 If a Student Council didn't have enough funds for a particular school activity to benefit everyone, which would be the BEST WAY to decide how to distribute the funds? PLEASE CIRCLE ONE ONLY.

- 1 all students should debate and reach agreement on how to share
- 2 an "umpire" should be asked to decide between competing suggestions
- 3 majority decision-making within the Student Council
- 4 other (please specify)

G12 Where are social and political issues DISCUSSED during school: (Circle as many as necessary)

- 1 Home Groups
- 2 SOSE/Social Science/History/Geography lessons
- 3 English
- 4 Humanities
- 5 Science
- 6 other (please specify).....
- 7 not at all

G13 During the past TWO WEEKS, how many times have you discussed SOCIAL and POLITICAL ISSUES?

during school lessons lessons
 with your friends times
 with your parents, brothers, sisters times

G14 A fair school is one that

	Strongly Agree	Agree	Disagree	Strongly Disagree
applies discipline rules equally to all students	1	2	3	4
gives the same educational resources (eg subject choices, good teachers) to all students equally	1	2	3	4
gives educational resources to students according to student needs	1	2	3	4
concentrates on getting students into University	1	2	3	4
assesses students on how hard they try, not how well they perform	1	2	3	4
assesses students on how well they perform, not how hard they try	1	2	3	4
allows students to select their subjects and subject levels	1	2	3	4
offers a wide range of subject choices	1	2	3	4
is a safe place for all students	1	2	3	4
uses the same teaching methods with all students in each subject area	1	2	3	4

G15 HOW FAIR is your school in terms of the following:

	Very Fair	Fair	Unfair	Very Unfair
educational resources	1	2	3	4
range of subject choice	1	2	3	4
teaching methods	1	2	3	4
assessment and grading	1	2	3	4
safety of students	1	2	3	4
student choice of subjects	1	2	3	4
discipline rules	1	2	3	4

G16 If you have been doing SOSE / Social Science / History / Geography, how INTERESTED are YOU in each of the following topics?

	Very Interested	Sometimes Interested	Rarely Interested	Not Covered
Aboriginal history	1	2	3	4
Australian history since 1788	1	2	3	4
modern world history	1	2	3	4
other history topics	1	2	3	4
environmental topics	1	2	3	4
social and political issues	1	2	3	4
political institutions (eg how Parliament works, voting, etc)	1	2	3	4
gender issues	1	2	3	4

- G17 In general, how VALUABLE have you found each of the following kinds of TEACHING in SOSE, Social Science, History or Geography in promoting YOUR learning:**

	Very Valuable	Valuable	Not Very Valuable	Useless
researching topics	1	2	3	4
discussion	1	2	3	4
working in groups	1	2	3	4
debates	1	2	3	4
lecturing	1	2	3	4
cooperative group work	1	2	3	4
role play	1	2	3	4
peer teaching	1	2	3	4

- G18 How strongly do you AGREE or DISAGREE that the SCHOOL can ASSIST IN SOLVING each of the following kinds of problems:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
bullying between students	1	2	3	4
sexual harassment	1	2	3	4
copying of other student's work	1	2	3	4
problems that students have at home	1	2	3	4
student difficulties with school work	1	2	3	4
getting a job	1	2	3	4
unfair grades	1	2	3	4
being picked on by the teachers	1	2	3	4
being unsafe at school	1	2	3	4
drug and alcohol abuse	1	2	3	4
disruptive behaviour in class	1	2	3	4
personal problems	1	2	3	4

- G19 How strongly do you AGREE or DISAGREE with each of the following statements:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Victims of bullying have to handle the problem themselves.	1	2	3	4
Bullies are generally victims themselves.	1	2	3	4
Kids attract bullying by being different.	1	2	3	4
Victims of bullying often cause the problem.	1	2	3	4
Stopping bullying is everyone's responsibility.	1	2	3	4
Bullies are people with strong personalities.	1	2	3	4
A bully's friends support him or her in order to avoid being bullied themselves.	1	2	3	4

G20 If you were being picked on by a teacher at school, WHO would you TALK to first? And second? And third? (Use letters below)

- | | | |
|---|--------------------------|----------------------|
| a | the teacher concerned | |
| b | Principal / Head Teacher | |
| c | other teachers | |
| d | friends | Talk to first |
| e | brothers or sisters | Talk to second |
| f | parents | Talk to third |
| g | relatives | |
| h | family friend | |
| i | phone support services | |
| j | minister/priest etc | |
| k | counsellor | |
| l | no one | |

G21 How likely is it that you can INFLUENCE SCHOOL decisions regarding each of the following -

	Very likely	Likely	Unlikely	Very unlikely
school uniform	1	2	3	4
subject availability	1	2	3	4
your class grades	1	2	3	4
school decisions affecting your year group	1	2	3	4
discipline policy	1	2	3	4
assessment policy	1	2	3	4
school environment	1	2	3	4

G22 In general, HOW MUCH INFLUENCE have each of the following aspects of your SCHOOLING had on your attitudes towards being a CITIZEN?

	A great deal of influence	Some influence	Only a little influence	No influence
teachers	1	1	1	1
teaching practices	2	2	2	2
teacher-student relationships	3	3	3	3
school subjects/ school curriculum	4	4	4	4
the way your school is run	5	5	5	5
extra-curricula activities	6	6	6	6
school friends	7	7	7	7

H. PEERS AND POPULAR CULTURE

H1 How IMPORTANT are each of the following in your life?

	Very important	Important	Unimportant
newspapers and magazines	1	2	3
music and music videos	1	2	3
films and videos	1	2	3
television	1	2	3
books	1	2	3
radio	1	2	3
comics	1	2	3

H2 Which RADIO STATIONS do you listen to?

	Often	Sometimes	Seldom	Never
commercial rock/pop music stations	1	2	3	4
Radio National	1	2	3	4
local ABC	1	2	3	4
JJJ	1	2	3	4
other	1	2	3	4

H3 How often would you watch the following types of FILMS and VIDEOS?

	Often	Sometimes	Seldom	Never
adventure	1	2	3	4
youth culture	1	2	3	4
animation	1	2	3	4
the sort of films they show on SBS TV	1	2	3	4
romance	1	2	3	4
comedy	1	2	3	4
horror	1	2	3	4
sci-fi	1	2	3	4
drama	1	2	3	4
other (please specify).....	1	2	3	4

H4 How often would you watch films and videos rated...?

	Often	Sometimes	Seldom	Never
R	1	2	3	4
MA	1	2	3	4
M	1	2	3	4
PG	1	2	3	4
G	1	2	3	4

H5 How often would you listen to the following types of MUSIC?

	Often	Sometimes	Seldom	Never
heavy metal	1	2	3	4
techno	1	2	3	4
rap	1	2	3	4
house, hip hop, dance	1	2	3	4
rock	1	2	3	4
pop	1	2	3	4
jazz	1	2	3	4
classical	1	2	3	4
folk	1	2	3	4
country & western	1	2	3	4
other (please specify).....	1	2	3	4

H6 How often would you watch the following types of TELEVISION programs (excluding films)?

	Often	Sometimes	Seldom	Never
news and current affairs	1	2	3	4
music and youth culture	1	2	3	4
sports	1	2	3	4
soapies	1	2	3	4
Australian comedy	1	2	3	4
British comedy	1	2	3	4
American comedy	1	2	3	4
documentaries	1	2	3	4
police and medical dramas	1	2	3	4
other drama	1	2	3	4
cartoons	1	2	3	4
variety (eg Hey Hey It's Saturday)	1	2	3	4
game shows	1	2	3	4
lifestyle (eg Getaway, Money, Our House)	1	2	3	4
other (please specify).....	1	2	3	4

H7 The following statements refer to you and the FRIENDS you choose to spend most of your time with. Please indicate how much you AGREE or DISAGREE with each statement.

	Strongly agree	Agree	Disagree	Strongly disagree
I wear the same style of clothes as my friends.	1	2	3	4
I like the same music as my friends.	1	2	3	4
I wear my hair the same way my friends do.	1	2	3	4
If my friends decide to do something, then I'll do it even if I'm not sure.	1	2	3	4
My group of friends often gets into fights with other groups of kids.	1	2	3	4
My friends think the police are out to get us.	1	2	3	4
My friends would be happy to help collect money for charity.	1	2	3	4
We have a particular famous person or group (rock star, film star) we like to look like.	1	2	3	4
My group gets on well with most of our teachers and other adults.	1	2	3	4
It's OK in our group to be interested in politics and current affairs.	1	2	3	4
My group of friends would be likely to go on a demonstration or protest.	1	2	3	4
Nothing much is done for my group by the people in authority .	1	2	3	4
My group of friends doesn't trust the people in authority.	1	2	3	4
My group of friends thinks the world is in pretty good shape.	1	2	3	4
If my group wanted something done for us, we'd probably be able to get it done.	1	2	3	4

J. FAMILY BACKGROUND.

J1 What was the HIGHEST level of EDUCATION your PARENTS reached?

	Female Parent or Guardian	Male Parent or Guardian
Primary	1	1
some Secondary	2	2
Year 10	3	3
Year 11	4	4
Year 12	5	5
some TAFE/Trade Course	6	6
TAFE/Trade diploma, certificate	7	7
some University/CAE	8	8
University/CAE Graduate	9	9
post-graduate (University)	10	10
don't know	11	11
other (please specify).....	12	12

J2 What kind of SCHOOL did your PARENTS last attend?

	Female Parent or Guardian	Male Parent or Guardian
Government (state) school	1	1
Catholic- Local parish school	2	2
Catholic - Major college	3	3
Independent school	5	4
other private school	5	5
don't know	6	6

J3 What is the main LANGUAGE spoken at home?

- 1 English
- 2 English plus other (please specify)
- 3 Other (please specify)

J4 As far as you know, which POLITICAL PARTY does your mother (or female guardian) FAVOUR? And your father (or male guardian)?

	Your Mother or Female Guardian	Your Father or Male Guardian
Liberal Party	1	1
Australian Labor Party	2	2
National (Country) Party	3	3
Australian Democrats	4	4
Australian Greens	5	5
don't know	6	6
other (please specify)	7	7
.....		

J5 As far as you know, is your mother (or female guardian) or your father (or male guardian) a MEMBER of a political party?

Your mother?

- 1 yes
- 2 no
- 3 don't know

Your father?

- 1 yes
- 2 no
- 3 don't know

If yes, which POLITICAL PARTY does your mother belong to? And your father?

	Your Mother or Female Guardian	Your Father or Male Guardian
Liberal Party	1	1
Australian Labor Party	2	2
National (Country) Party	3	3
Australian Democrats	4	4
Australian Greens	5	5
don't know	6	6
other (please specify)	7	7
.....		

J6 Does your mother belong to any VOLUNTARY ORGANISATIONS or COMMUNITY GROUPS? And what about your father?

	Your Mother or Female Guardian	Your Father or Male Guardian
yes	1	1
no	2	2

J7 What is your religion or faith? And your Mother, and Father?

	You	Your Mother Or Female Guardian	Your Father or Male Guardian
Anglican/Church of England	1	1	1
Uniting Church/Methodist	2	2	2
Roman Catholic	3	3	3
Presbyterian	4	4	4
Orthodox	5	5	5
Lutheran	6	6	6
Buddhist	7	7	7
Baptist	8	8	8
Jewish	9	9	9
Islamic	10	10	10
Hindu	11	11	11
other Christian (please specify)	12	12	12
.....			
other non-Christian (please specify)	13	13	13
.....			
no religion	14	14	14
don't know	15	15	15

J8 How important has your religious faith / upbringing been in giving you ...

	Very Important	Important	Not Important	Not Applicable
values to live by?	1	2	3	4
access to God?	1	2	3	4
inner strength and peace?	1	2	3	4
a sense of purpose in life?	1	2	3	4
moral standards?	1	2	3	4

J9 Apart from religious weddings, funerals and name-givings, how many TIMES have YOU ATTENDED religious services or ceremonies in the LAST MONTH?

..... times

J10 LAST WEEK, what was your MOTHER'S MAIN activity?

- 1 working full-time for income (or on leave)
- 2 working part-time for income (or on leave)
- 3 self-employed (eg. family business/farm)
- 4 unemployed - looking for work
- 5 school, TAFE or university student
- 6 keeping house
- 7 other (Please specify).....

J11 What KIND OF WORK does she do now if she has paid employment? (If your mother is not working at the moment, please describe her LAST REGULAR PAID JOB)

Occupation:

J12 LAST WEEK, what was your FATHER'S MAIN activity?

- 1 working full-time for income (or on leave)
- 2 working part-time for income (or on leave)
- 3 self-employed (eg. family business/farm)
- 4 unemployed - looking for work
- 5 school, TAFE or university student
- 6 keeping house
- 7 other (Please specify)

J13 What KIND OF WORK does he do if he has paid employment? (If your father is not working at the moment, please describe his LAST REGULAR PAID JOB)

Occupation:

**J14 Do you have BROTHERS or SISTERS?
(including step-brothers and step-sisters)**

- | | | | |
|---|-----|---------------------|------------------------------|
| 1 | yes | If yes, are you the | |
| 2 | no | | |
| | | 1 | first born |
| | | 2 | second born |
| | | 3 | third born |
| | | 4 | fourth born |
| | | 5 | fifth born |
| | | 6 | other (please specify) |

How many BROTHERS and SISTERS do you have?

.....brotherssisters

J15 How many BOOKS are there in your home approximately?

- 1 Less than 50
- 2 50-100
- 3 100-250
- 4 250-500
- 5 500+

J16 Which of the following best describes the DWELLING in which you live?

- 1 fully owned
- 2 paying off mortgage
- 3 paying off under a rent/buy scheme
- 4 being rented from a landlord or agent
- 5 being rented from the government
- 6 being occupied rent free
- 7 being occupied under a life tenure scheme
- 8 other (please specify).....

J17 What is your POST CODE? 7_ _ _

J18 Please indicate who in your FAMILY is GENERALLY responsible for DECISIONS about each of the following matters -

	Mother	Father	Mother & Father	Parents (one or both) & kids	Kids
banking	1	2	3	4	5
holiday decisions	1	2	3	4	5
paying bills	1	2	3	4	5
food shopping	1	2	3	4	5
relations with school	1	2	3	4	5
gardening	1	2	3	4	5
care of family pets	1	2	3	4	5
homework	1	2	3	4	5
when you can go out	1	2	3	4	5
who you can go out with	1	2	3	4	5
household chores	1	2	3	4	5
discipline of kids	1	2	3	4	5
which movies to see	1	2	3	4	5
which TV programs to watch	1	2	3	4	5
how much TV to watch	1	2	3	4	5
what kids should be allowed to do	1	2	3	4	5

J19 Please indicate how much IMPORTANCE has been placed on the following by your parents (guardians) in the way they have brought you up .

	Very important	Important	Unimportant
to be religious	1	2	3
to have a strong sense of responsibility to others	1	2	3
not to question those in authority	1	2	3
to have good manners	1	2	3
to share with others	1	2	3
to have a strong sense of justice or fairness	1	2	3
to be self disciplined	1	2	3
to be self reliant	1	2	3
to respect the environment	1	2	3
to think for yourself	1	2	3
to work hard	1	2	3
to respect other people's rights	1	2	3
to always fulfil your responsibilities	1	2	3
to value education very highly	1	2	3
to respect people's right to be different	1	2	3
to be honest / to tell the truth	1	2	3
to support a particular political party	1	2	3
to respect Aboriginal culture and rights	1	2	3
to respect other people's property	1	2	3
to respect public property	1	2	3
to care for the less fortunate	1	2	3

J20 How many hours each week, on average, do you spend doing CHORES around the house?

..... hours

J21 How many hours each week, on average, do you spend doing PAID WORK outside the home?

..... hours

K. POLITICAL KNOWLEDGE

K1 Federation in Australia, where the states joined together to form one country, took place in

- 1 1788
- 2 1870
- 3 1900
- 4 1901
- 5 1914

K2 Australian Aborigines first gained the right to vote in Federal elections in ...

- 1 1778
- 2 1914
- 3 1929
- 4 1945
- 5 1953
- 6 1967
- 7 1972

K3 The Australian Constitution contains the following:

	True	False	Don't Know
the laws of the land	1	2	3
a Bill of Rights	1	2	3
rules describing our national flag	1	2	3
a description of the role of the Prime Minister	1	2	3
rules that apply to state and federal governments	1	2	3
a description of what powers different governments have	1	2	3
rules protecting the land rights of Aborigines	1	2	3
a rule that the Governor-General must be an Australian citizen	1	2	3
rules allowing the federal government to change laws passed by state governments	1	2	3
rules describing our national anthem	1	2	3
rules about how federal elections will be run	1	2	3

K4 The Australian Constitution can be changed by ...

	True	False	Don't Know
the Federal Parliament	1	2	3
the Queen	1	2	3
the Governor-General	1	2	3
the agreement of the states	1	2	3
a referendum of all Australian voters	1	2	3
the High Court	1	2	3
the Prime Minister	1	2	3

K5 In Australia, a Senator represents ...

	True	False	Don't Know
the same area as a Member of the House of Representatives	1	2	3
a larger area than Members of the House of Representatives	1	2	3
a region within a state or territory	1	2	3
a state or territory	1	2	3
the whole country	1	2	3

K6 The Federal Cabinet in Australia contains

	True	False	Don't Know
all Ministers	1	2	3
all Ministers and their advisers	1	2	3
a smaller group of senior Ministers	1	2	3
the top public servants from each government department	1	2	3
the government and opposition leaders from the Senate and the House of Representatives	1	2	3
federal Ministers and state Premiers	1	2	3

K7 The Deputy Prime Minister is ...

- 1 John Hewson
- 2 Alexander Downer
- 3 Kim Beazley
- 4 Mal Colston
- 5 Tim Fischer
- 6 Cheryl Kernot
- 7 Peter Costello

K8 The Minister for Foreign Affairs is ...

- 1 Gareth Evans
- 2 Robert Hill
- 3 Amanda Vanstone
- 4 Carmen Lawrence
- 5 Alexander Downer
- 6 Peter Costello

K9 'Privatisation' means ...

	True	False	Don't Know
the push for individual privacy	1	2	3
the sale of public assets into private ownership	1	2	3
incentives for private health insurance	1	2	3
government takeover of private companies	1	2	3
support for parents to place their children in private schools	1	2	3

K10 Australia's longest-serving Prime Minister was ...

- 1 Bob Hawke
- 2 Sir William McMahon
- 3 Harold Holt
- 4 Sir Robert Menzies
- 5 Malcolm Fraser
- 6 Alfred Deakin
- 7 Billy Hughes

K11 The Governor-General who sacked the Whitlam Government in 1975 was ...

- 1 Sir John Gorton
- 2 Sir Zelman Cohen
- 3 Sir Garfield Barwick
- 4 Sir John Kerr
- 5 Bill Hayden
- 6 Dr Jim Cairns
- 7 Rex Connor

K12 The 'Mabo decision' of the High Court ...

	True	False	Don't Know
guaranteed land rights to all Australian Aborigines	1	2	3
ruled that Australia wasn't just empty land before white settlement	1	2	3
guaranteed security of possession for farmers	1	2	3
gave back land to some tribal Aborigines	1	2	3
confirmed that Australian Aborigines did own the land before white settlement	1	2	3
ruled that the Federal Government should provide funding to purchase land for Australian Aborigines	1	2	3
established a treaty between the Government and Australian Aborigines	1	2	3



PARENT SURVEY

“FROM CIVICS TO CITIZENSHIP” RESEARCH PROJECT QUESTIONNAIRE

CENTRE FOR
CITIZENSHIP AND EDUCATION

SCHOOL OF EDUCATION
UNIVERSITY OF TASMANIA

1997

SECTION A — SOCIAL & POLITICAL ATTITUDES

A1 Here are some opinions about life in Australia. Please indicate how much you AGREE or DISAGREE with each statement

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Don't Care
Stronger measures should be taken to protect the environment.	1	2	3	4	5	6
People with good ideas are not supported enough in Australia.	1	2	3	4	5	6
Income/ wealth should be more evenly distributed.	1	2	3	4	5	6
Government interferes with individual rights too much.	1	2	3	4	5	6
Governments don't spend enough money on youth welfare.	1	2	3	4	5	6
A mix of people from different cultures is a good thing for Australia.	1	2	3	4	5	6
Anybody in Australia can get ahead if they make the effort.	1	2	3	4	5	6
Most people in Australia don't have a real say about how the country is run.	1	2	3	4	5	6
Powerful interest groups rather than the government run the country.	1	2	3	4	5	6
Homosexual acts between consenting adults should be illegal.	1	2	3	4	5	6
Low-cost government is more important than democratic government.	1	2	3	4	5	6
Efficient government is more important than democratic government.	1	2	3	4	5	6
Trade unions have too much power in Australia.	1	2	3	4	5	6
Australia has too much Asian immigration.	1	2	3	4	5	6
Aboriginal land rights should be protected.	1	2	3	4	5	6
Abortion should be available on demand.	1	2	3	4	5	6
The Australian flag should be changed.	1	2	3	4	5	6
Australia should retain the monarchy.	1	2	3	4	5	6
The government should spend more to improve conditions for Aborigines.	1	2	3	4	5	6
Unemployment benefits in Australia are too low.	1	2	3	4	5	6
The majority in a democracy should get its way.	1	2	3	4	5	6

A2 LAST WEEK, how often did you

	Every day	Most days	Some days	Only one day	Not at all
READ about politics	1	2	3	4	5
DISCUSS political matters with other people	1	2	3	4	5

A3 In general, how INTERESTED are you in

	Very interested	Somewhat interested	Not really interested	Not at all interested
playing sport	1	2	3	4
watching sport	1	2	3	4
listening to music	1	2	3	4
playing music	1	2	3	4
politics	1	2	3	4
current affairs	1	2	3	4
reading books	1	2	3	4
friendships	1	2	3	4
hobbies	1	2	3	4

A4 To what extent do you AGREE or DISAGREE with each of the following statements about POLITICS?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Politics				
is the Prime Minister and the Leader of the Opposition shouting at each other in Parliament	1	2	3	4
is the way a democratic community solves its problems	1	2	3	4
is the way citizens in a democracy hold members of Parliament accountable	1	2	3	4
is what political parties do	1	2	3	4
is what the Government does	1	2	3	4
is about compromising	1	2	3	4
has nothing to do with me	1	2	3	4
is boring and uninteresting	1	2	3	4
is necessary to promote the good of the community	1	2	3	4
protects the interests of the rich and powerful	1	2	3	4
is a forum for windbags and big-mouths	1	2	3	4
does nothing to help ordinary people to improve their lives	1	2	3	4

A5 To what extent do you AGREE or DISAGREE with each of the following statements about POLITICIANS?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Politicians				
seek election because they want to help their communities	1	2	3	4
are usually capable people	1	2	3	4
are controlled by powerful interest groups	1	2	3	4
seek the opinions of the people in their electorate	1	2	3	4
follow the agreed policies of their political parties	1	2	3	4
seem to enjoy disagreeing with each other	1	2	3	4
help people who are in difficulty with the public service	1	2	3	4
are just like the rest of us	1	2	3	4
are difficult to make contact with	1	2	3	4
exploit their position for financial gain	1	2	3	4
put popularity ahead of being effective	1	2	3	4
do a lot of research to find the best ideas	1	2	3	4
aren't paid enough	1	2	3	4

A6 How strongly do you AGREE OR DISAGREE with each of the following descriptions of the Australian ECONOMY?

The Australian economy ...	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
has declining job opportunities for young people	1	2	3	4	5
has expanding job opportunities for people with education	1	2	3	4	5
has expanding job opportunities for those who know the right people	1	2	3	4	5
is fixed so that the rich get richer	1	2	3	4	5
is fixed so that ordinary people can't get ahead	1	2	3	4	5
is dominated by big companies	1	2	3	4	5
is powerless against global economic pressures	1	2	3	4	5
has a great future	1	2	3	4	5

A7 In some countries, there are people with CONFLICTING INTERESTS. In your opinion, how DEEP are the conflicts between the following people in Australia?

	No conflict	Some conflict	Deep conflict	Very deep conflict
smokers and non-smokers	1	2	3	4
poor people and rich people	1	2	3	4
developers and conservationists	1	2	3	4
people with different religious beliefs	1	2	3	4
the working class and the middle class	1	2	3	4
management and employees	1	2	3	4
young people and adults	1	2	3	4
people born in Australia and immigrants	1	2	3	4
country people and city people	1	2	3	4
Aborigines and other Australians	1	2	3	4

A8 On the whole, how often can most people be TRUSTED?

- 1 always
- 2 mostly
- 3 often
- 4 sometimes
- 5 seldom
- 6 never

A9 How often can you TRUST each of the following to act in your best interests?

	Always	Mostly	Sometimes	Rarely	Never	Not Applicable
your relatives	1	2	3	4	5	6
your friends	1	2	3	4	5	6
your minister /priest	1	2	3	4	5	6
the police	1	2	3	4	5	6
local councils	1	2	3	4	5	6
the State	1	2	3	4	5	6
Government						
the Federal	1	2	3	4	5	6
Government						

A10 How important are the following to your PERSONAL WELL-BEING, now and in the future?

	Very Important	Important	Unimportant
having friends	1	2	3
having a good marriage / relationship	1	2	3
having kids	1	2	3
going to university	1	2	3
going to TAFE	1	2	3
getting into a trade as soon as possible	1	2	3
having a high status profession	1	2	3
working in a job that interests you	1	2	3
making lots of money	1	2	3
being able to participate in sports	1	2	3
living in a community that cares about the environment	1	2	3
having rights	1	2	3
being healthy	1	2	3
being involved in politics	1	2	3
being involved in community service	1	2	3
living in a caring community	1	2	3
participating in decisions about your community	1	2	3
living life according to your religious faith	1	2	3
being able to choose for yourself	1	2	3
living in a society that believes in a fair go for all	1	2	3
living in a democracy	1	2	3
having time to read and reflect	1	2	3
your physical appearance	1	2	3
trying to change the world you live in	1	2	3

A11 How satisfied are you with your

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
standard of living?	1	2	3	4	5
financial situation?	1	2	3	4	5
leisure activities?	1	2	3	4	5
sense of purpose in life	1	2	3	4	5
neighbourhood?	1	2	3	4	5
current job?	1	2	3	4	5
friendships?	1	2	3	4	5
health?	1	2	3	4	5
children?	1	2	3	4	5
family life?	1	2	3	4	5
life as a whole?	1	2	3	4	5

A12 How good a job do you think the following public services are doing where you live?

	Very Good	Good	Poor	Very Poor
State Emergency Service	1	2	3	4
employment services	1	2	3	4
health-care services	1	2	3	4
ambulance services	1	2	3	4
child-care services	1	2	3	4
garbage collection	1	2	3	4
public housing	1	2	3	4
social services	1	2	3	4
postal services	1	2	3	4
fire services	1	2	3	4
libraries	1	2	3	4
roads	1	2	3	4
police	1	2	3	4

A13 Should Australia have more or fewer REFERENDUMS?

- 1 a lot more
- 2 about the same as now
- 3 fewer
- 4 none
- 5 don't know

A14 Should Australia have more or fewer ELECTIONS for the following levels of Government?

	More elections	Same as now	Fewer elections
Local council	1	2	3
State Government	1	2	3
Federal Government	1	2	3

SECTION B — CITIZENSHIP

B1 HOW IMPORTANT is it that you see YOURSELF as someone who ...

	Very Important	Important	Unimportant
comes from a particular city, town or region	1	2	3
comes from a particular neighbourhood	1	2	3
supports a sporting club	1	2	3
belongs to a particular social class (eg middle class, working class)	1	2	3
comes from a particular state (eg Tas, NSW)	1	2	3
has a particular political preference (eg Labor, Green, Democrat, Liberal)	1	2	3
has a particular ethnic background (eg Polish, Vietnamese)	1	2	3
has a particular religion (eg Christian, Muslim)	1	2	3
has rights	1	2	3
has a good character	1	2	3
is of a particular age group (eg young person)	1	2	3
is an Australian	1	2	3
works for a particular organisation	1	2	3
has a particular job or occupation	1	2	3
has a good education	1	2	3
is a citizen	1	2	3
is a member of a particular family	1	2	3
is a parent	1	2	3

B2 How close - how emotionally attached - do you feel to

	Very Close	Close	Not particularly close	Not close at all	Not Applicable
your family	1	2	3	4	5
your friends	1	2	3	4	5
your church	1	2	3	4	5
your neighbourhood	1	2	3	4	5
your town or city	1	2	3	4	5
your state	1	2	3	4	5
Australia	1	2	3	4	5

**B3 How IMPORTANT do you think the following are to being an AUSTRALIAN?
An Australian is someone who....**

		Very Important	Important	Unimportant
a	is committed to a fair go for everyone	1	2	3
b	has the same rights as other Australians	1	2	3
c	is sports minded	1	2	3
d	has a relaxed and comfortable life style	1	2	3
e	has a good character	1	2	3
f	fulfills their responsibilities to others	1	2	3
g	is of British descent	1	2	3
h	has Australian-born parents	1	2	3
i	was born in Australia	1	2	3
j	grew up in Australia	1	2	3
k	swears allegiance or loyalty to Australia	1	2	3
l	speaks English	1	2	3
m	has lived in Australia for most of their life	1	2	3
n	appreciates the Australian environment	1	2	3
o	fits into the Australian way of life	1	2	3
p	is proud of Australia's achievements	1	2	3
q	knows about Australian history	1	2	3
r	supports democratic government	1	2	3
s	has Christian values	1	2	3
t	supports the monarchy	1	2	3
u	knows about the Australian Constitution	1	2	3

**What do you think is the MOST IMPORTANT? And the second and third?
(Please use letters above)**

First most important

Second most important.....

Third most important.....

B4 How IMPORTANT are the following to being a CITIZEN. A citizen is someone

		Very Important	Important	Unimportant
a	who has has the right to vote	1	2	3
b	who votes	1	2	3
c	who has the riight to run for public office	1	2	3
d	who runs for public office	1	2	3
e	who was born in the country in which he or she is a citizen	1	2	3
f	who grew up in the country in which he or she is a citizen	1	2	3
g	who has responsibilities to others	1	2	3
h	who swears loyalty to their country	1	2	3
i	who supports their country's constitution	1	2	3
j	who is prepared to lay down their life for their country	1	2	3
k	who is active in politics	1	2	3
l	who has the right to a fair trial	1	2	3
m	who works with others to create new rights	1	2	3
n	who has a decent standard of living	1	2	3
o	who shares a common cultural background with other citizens	1	2	3
p	who has a right to a free education	1	2	3

**What do you think is the MOST IMPORTANT? And the second and third?
(Please use letters above)**

First most important

Second most important.....

Third most important.....

**B5 In Australia, when do Australian-born people first become CITIZENS?
(Circle one number only)**

- 1 as soon as they are born in Australia
- 2 when they turn 18
- 3 when they turn 21
- 4 when they first vote
- 5 when they get a passport
- 6 when they start paying taxes
- 7 when the law regards them as responsible for their actions

B6 Do you believe Australians have the following RIGHTS, and how important are they to you?

				Very important	Important	Unimportant
a	the right to vote	Yes	No	1	2	3
b	the right to a vote that is of equal value to the votes of other people	Yes	No	1	2	3
c	the right to a fair trial	Yes	No	1	2	3
d	the right to a decent standard of health care	Yes	No	1	2	3
e	the right to work	Yes	No	1	2	3
f	the right to an education	Yes	No	1	2	3
g	the right to join groups and associations of their choice	Yes	No	1	2	3
h	the right of free speech	Yes	No	1	2	3
i	the right to a decent standard of living	Yes	No	1	2	3
j	the right to join the church of their choice	Yes	No	1	2	3
k	the right to unrestricted movement within Australia	Yes	No	1	2	3
l	the right to own property	Yes	No	1	2	3
m	the right to join the political party of their choice	Yes	No	1	2	3
n	the right to public safety and protection	Yes	No	1	2	3
o	the right not to be discriminated against on the grounds of race, gender or ethnicity	Yes	No	1	2	3
p	the right to belong to a trade union	Yes	No	1	2	3
q	the right to protest	Yes	No	1	2	3
r	the right to freedom of information	Yes	No	1	2	3
s	the right to privacy	Yes	No	1	2	3

B7 People have different ideas about what a RIGHT is. In your view, a right is ...

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a	a gift from God	1	2	3	4	5
b	a kind of moral rule to ensure the equality of all citizens	1	2	3	4	5
c	permission or liberty to do as you like	1	2	3	4	5
d	a legal status that can only be granted by the Parliament	1	2	3	4	5
e	a legal status that can only be created by a Constitution	1	2	3	4	5
f	something belonging to all human beings	1	2	3	4	5
g	a kind of duty that the government owes to citizens	1	2	3	4	5
h	a responsibility that citizens have towards each other	1	2	3	4	5
i	a kind of privilege that involves no responsibilities to others	1	2	3	4	5
j	a privilege available only to a few people	1	2	3	4	5
k	a limitation on the power of the government	1	2	3	4	5

B8 Do you think the rights of citizens in Australia are DECLINING?

- 1 yes
- 2 no
- 3 not sure

B9 In general, how important are the following as THREATS to the rights of citizens in Australia?

	Very Important	Important	Unimportant
unemployment	1	2	3
influence of single-issue lobby groups	1	2	3
the growth of the power of governments	1	2	3
inadequate trade union representation	1	2	3
social inequality	1	2	3
lack of involvement in community groups	1	2	3
lack of patriotism	1	2	3
concentration of media ownership	1	2	3
lack of civics education in schools	1	2	3
excessive trade union power	1	2	3
foreign ownership of Australian resources	1	2	3
inadequate education	1	2	3

B10 Australians have RESPONSIBILITIES as well as rights.

How important is it that MOST AUSTRALIANS do the following?				How important is it that YOU do the following?		
	Very important	Important	Not important	Very important	Important	Not important
vote in elections	1	2	3	1	2	3
obey the laws	1	2	3	1	2	3
work for a living	1	2	3	1	2	3
complete at least 10 years of education	1	2	3	1	2	3
get involved in politics	1	2	3	1	2	3
become informed about political matters	1	2	3	1	2	3
do jury duty	1	2	3	1	2	3
report crime	1	2	3	1	2	3
respect the rights of others	1	2	3	1	2	3
pay taxes without cheating	1	2	3	1	2	3
serve in the Defence Forces	1	2	3	1	2	3
work hard	1	2	3	1	2	3
take care of their family	1	2	3	1	2	3
protest against unjust laws	1	2	3	1	2	3
respect public property	1	2	3	1	2	3
respect people from different cultural backgrounds	1	2	3	1	2	3
treat people equally regardless of colour, race or religion	1	2	3	1	2	3
treat people equally regardless of gender	1	2	3	1	2	3
be responsible about one's own health	1	2	3	1	2	3
help others in distress	1	2	3	1	2	3
respect and look after the natural environment	1	2	3	1	2	3

B11 If you were elected to REPRESENT the members of a local community group, would you see YOUR ROLE as.....
(CIRCLE ONE NUMBER ONLY)

1. speaking and voting on **only** those issues that group members had given you clear **instructions** about.
2. speaking and voting according to your considered judgement of what would be best for your **group and its members**, even if they had not given you instructions
3. speaking and voting according to your judgement of what would be best for **everyone affected** by the decision, even if your group did not benefit from these decisions
4. speaking and voting according to what you saw was in **your** best interest
5. attending the meeting but only to advise that you wanted **all** your group members directly involved in the discussion

B12 In general, who should participate in group decision-making?

	Yes Definitely	Yes Probably	Not Sure	Probably Not	Definitely Not
1 anyone who is likely to be greatly affected by the outcome of the group's decisions	1	2	3	4	5
2 anyone who may be affected to some degree	1	2	3	4	5
3 anyone concerned about the impact of the decisions, even if it won't affect them directly	1	2	3	4	5
4 anyone who is knowledgeable about the issues being discussed, even if it won't affect them directly	1	2	3	4	5
5 anyone who is skilled at making difficult or important decisions, even if it won't affect them directly	1	2	3	4	5
6 anyone willing to accept the decisions made by the majority of the group, even if that person is disadvantaged by the decision	1	2	3	4	5
7 anyone willing to be polite and go along with the 'rules' for discussion accepted by the group	1	2	3	4	5
8 anyone willing to say what they think rather than just listening	1	2	3	4	5
9 anyone willing to do some of the work that might arise from the decisions	1	2	3	4	5

B13 How well do you think the following organisations and institutions PROTECT CITIZENS' INTERESTS?

	Very Well	Well	Poorly	Very Poorly	Don't Know
local community organisations	1	2	3	4	5
environmental organisations	1	2	3	4	5
welfare rights organisations	1	2	3	4	5
consumer organisations	1	2	3	4	5
women's organisations	1	2	3	4	5
commercial TV and radio	1	2	3	4	5
the ABC and SBS	1	2	3	4	5
Federal Parliament	1	2	3	4	5
State Parliament	1	2	3	4	5
political parties	1	2	3	4	5
trade unions	1	2	3	4	5
newspapers	1	2	3	4	5
the courts	1	2	3	4	5

B14 On a scale from 1 to 5, how STRONG is

	Very weak			Very strong	
your sense of identity as an Australian?	1	2	3	4	5
your sense of belonging to the Australian community?	1	2	3	4	5
your sense of responsibility to other Australians?	1	2	3	4	5
your sense of attachment to Australia?	1	2	3	4	5
your sense of attachment to another country?	1	2	3	4	5
your support of democratic government in Australia?	1	2	3	4	5
your sense of pride in Australian achievements?	1	2	3	4	5
your sense of being an Australian citizen ?	1	2	3	4	5
your sense that Australia is a place where your rights are protected?	1	2	3	4	5

B15 Do you think the following STRENGTHEN or WEAKEN Australian DEMOCRACY?

	Strengthen Considerably	Strengthen Somewhat	Weaken	Weaken Considerably	Don't Know
a. shared values	1	2	3	4	5
b. common religious beliefs	1	2	3	4	5
c. a common cultural background	1	2	3	4	5
d. respect for tradition	1	2	3	4	5
e. respect for cultural differences	1	2	3	4	5
f. opportunities for citizen participation in government decision making	1	2	3	4	5
g. a strong national identity	1	2	3	4	5
h. full employment	1	2	3	4	5
i. a Bill of Rights	1	2	3	4	5
j. a republic	1	2	3	4	5
k. knowledge of the Australian Constitution	1	2	3	4	5
l. knowledge of Australian history	1	2	3	4	5
m. knowledge of Australian political institutions and processes	1	2	3	4	5
n. strong leaders	1	2	3	4	5
o. abolition of state governments	1	2	3	4	5
p. judges being elected rather than appointed	1	2	3	4	5
q. federal elections every two years	1	2	3	4	5
r. citizen-initiated referenda	1	2	3	4	5
s. strong family values	1	2	3	4	5
t. abolition of local councils	1	2	3	4	5
u. one vote, one value	1	2	3	4	5
v. twelve (12) years of compulsory schooling	1	2	3	4	5

What do you think would STRENGTHEN Australian democracy the most? And the second and third? (Please use letters above)

First.....

Second.....

Third.....

B16 All in all ...

	Very Good	Good	Average	Poor	Very Poor
how good a citizen do you think you are?	1	2	3	4	5
how good a citizen are most Australians generally?	1	2	3	4	5

SECTION C — PUBLIC INVOLVEMENTS AND VOTING BEHAVIOUR

C1 Here is a list of common types of voluntary groups and organisations. Please circle the **KIND OF UNPAID INVOLVEMENT** you have had in any of these groups during the **PAST MONTH** or so, and the **TOTAL NUMBER OF HOURS** it took. If you were not involved in a particular kind of group, skip to the next line.

	Going to Meetings	Raising Funds	Hands on Work	Committee Member	Organising	Other	Total Hours Last Month
church related groups	1	2	3	4	5	6	
environmental groups	1	2	3	4	5	6	
sporting clubs (not including <i>playing</i> sport)	1	2	3	4	5	6	
music, art, literary or drama groups	1	2	3	4	5	6	
hobby or craft groups	1	2	3	4	5	6	
service organisations (eg Red Cross)	1	2	3	4	5	6	
school-related groups (eg P&F)	1	2	3	4	5	6	
emergency services (eg SES, CFA, ambulance)	1	2	3	4	5	6	
educational groups (eg Adult Ed.)	1	2	3	4	5	6	
business / professional	1	2	3	4	5	6	
consumer / advocacy	1	2	3	4	5	6	
women's groups (eg CWA, WEL)	1	2	3	4	5	6	
self-help / support (eg Alcoholics Anon.)	1	2	3	4	5	6	
service clubs (eg Rotary)	1	2	3	4	5	6	
farm / rural	1	2	3	4	5	6	
hobby / garden clubs	1	2	3	4	5	6	
ethnic organisations	1	2	3	4	5	6	
law / justice (eg Amnesty International)	1	2	3	4	5	6	
trade union	1	2	3	4	5	6	
heritage (eg Museums)	1	2	3	4	5	6	
community media (eg radio)	1	2	3	4	5	6	
animal welfare	1	2	3	4	5	6	
tourism-related groups	1	2	3	4	5	6	
recreation (eg chess)	1	2	3	4	5	6	
youth groups (eg Scouts)	1	2	3	4	5	6	
internet groups	1	2	3	4	5	6	
other (please specify)	1	2	3	4	5	6	
.....							

PLEASE DON'T FORGET THE 'TOTAL HOURS' COLUMN! If no involvement in any of these groups or organisations, please go to question C5.

C2 For the group listed in C1 that took up the MOST TIME, how well does each of the following reasons explain your involvement?

	Very Important	Important	Unimportant	Not Applicable
personal / family involvement	1	2	3	4
to do something worthwhile	1	2	3	4
felt obliged	1	2	3	4
personal satisfaction	1	2	3	4
to learn new skills	1	2	3	4
religious beliefs	1	2	3	4
social contact	1	2	3	4
help others	1	2	3	4
to be active	1	2	3	4
to gain work experience	1	2	3	4
supporting a cause I believe in	1	2	3	4
building confidence	1	2	3	4
fun, enjoyment	1	2	3	4
to develop valuable networks	1	2	3	4

C3 In general, how often has your involvement in these groups or organisations

	Often	Sometimes	Seldom	Never
COST YOU MONEY?	2	3	4	5
TAKEN TIME FROM				
routine domestic duties?	2	3	4	5
education and training?	2	3	4	5
holidays and travel?	2	3	4	5
friendships?	2	3	4	5
family life?	2	3	4	5
leisure?	2	3	4	5
job?	2	3	4	5
other (please specify)	2	3	4	5
.....				
CAUSED YOU PHYSICAL OR MENTAL STRESS?	2	3	4	5

C4 To what extent has your past involvement enabled you to acquire or develop the following skills?

	A lot	A little	Not at all
understanding and developing policy	1	2	3
formal procedures for meetings			
working with groups / teams	1	2	3
decision-making	1	2	3
public speaking	1	2	3
leadership	1	2	3
organising	1	2	3
fund-raising	1	2	3
financial management	1	2	3
other (please specify)			
.....	1	2	3
.....			

C5 How many TIMES in the PAST YEAR have you contacted, either by yourself or with others,

a local Council alderman times
a local Council officer times
a State Member of Parliament times
a State Public Servant times
a Federal Member of Parliament times
a Commonwealth Public Servant times

C6 How many TIMES in the PAST YEAR have you ...

written a letter to a newspaper times
phoned a 'talk-back' radio program times
participated in a legal protest times
participated in an illegal protest times
attended a public meeting times
signed a petition times

C7 How many TIMES in the PAST YEAR have you ...

participated in 'one-off' community events
(eg 'Clean up Australia') times
participated in fund-raising for a charity or
community group (eg door-knocking) times
donated your own money to a charity or
community group times
donated your own money to a political party
or election candidate times

C8 If you did NOT participate in any of the groups listed in C1 or do any of the things mentioned in C5, C6 or C7, how important are the following reasons in explaining why not?

	Very Important	Important	Not Important
not interested	1	2	3
people should take care of themselves	1	2	3
other people have more to offer than me	1	2	3
don't have the necessary skills	1	2	3
haven't felt strongly enough about any issues	1	2	3
never thought about it	1	2	3
lacking in confidence	1	2	3
boring	1	2	3
never been asked	1	2	3
too busy	1	2	3
too young	1	2	3
too shy	1	2	3
it's pointless	1	2	3
other (please specify)	1	2	3

C9 Did you vote in the LAST FEDERAL election (March 1996)?

- | | | | |
|---|---------------------------|---|---------------|
| 1 | yes | 1 | ineligible |
| 2 | no >>>> If 'no", why not? | 2 | overseas |
| | | 3 | ill / injured |
| | | 4 | too young |
| | | 5 | own choice |

C10 How about the PREVIOUS FEDERAL election (March 1993)?

- | | | | |
|---|---------------------------|---|---------------|
| 1 | yes | 1 | ineligible |
| 2 | no >>>> If 'no", why not? | 2 | overseas |
| | | 3 | ill / injured |
| | | 4 | too young |
| | | 5 | own choice |

C11 Which PARTY received your NUMBER 1 VOTE in these two FEDERAL ELECTIONS?

LAST Federal Election (March 1996)			PREVIOUS Federal Election (March 1993)	
House of Representatives		Senate	House of Representatives	Senate
Liberal Party	1	1	1	1
Australian Labor Party	2	2	2	2
National (Country) Party	3	3	3	3
Australian Democrats	4	4	4	4
Greens	5	5	5	5
voted Independent	6	6	6	6
voted informal	7	7	7	7
can't remember	8	8	8	8

C12 Did you vote in the LAST STATE election?

- | | | | |
|---|---------------------------|---|---------------|
| 1 | yes | 1 | ineligible |
| 2 | no >>>> If 'no", why not? | 2 | overseas |
| | | 3 | ill / injured |
| | | 4 | too young |
| | | 5 | own choice |

C13 How about the PREVIOUS STATE election?

- | | | | |
|---|---------------------------|---|---------------|
| 1 | yes | 1 | ineligible |
| 2 | no >>>> If 'no", why not? | 2 | overseas |
| | | 3 | ill / injured |
| | | 4 | too young |
| | | 5 | own choice |

C14 Which PARTY received your NUMBER 1 VOTE in these two STATE ELECTIONS?

	LAST State Election		PREVIOUS State Election	
	Legislative Assembly	Upper House	Legislative Assembly	Upper House
Liberal Party	1	1	1	1
Australian Labor Party	2	2	2	2
National (Country) Party	3	3	3	3
Australian Democrats	4	4	4	4
Greens	5	5	5	5
voted Independent	6	6	6	6
voted informal	7	7	7	7
can't remember	8	8	8	8
no Upper House in my state	9	9	9	9
other (please specify)	10	10	10	10
.....				

C15 If voting in elections was NOT COMPULSORY, would you have voted in

	Definitely	Probably	Maybe	Probably Not	Definitely Not
the last FEDERAL election	1	2	3	4	5
the last STATE election	1	2	3	4	5

C16 If a federal election was held tomorrow, which POLITICAL PARTY would you VOTE for? (Circle one)

- 1 the Liberal Party
- 2 the National Party
- 3 the Australian Labor Party
- 4 the Australian Democrats
- 5 the Australian Greens
- 6 other (please specify)
- 7 don't know

SECTION D — SCHOOLING

D1 Do you have CHILDREN AT SCHOOL?

- 1 yes
- 2 no << If 'no', please go to question D3 >>

D2 How many are now at PRIMARY school?

..... children

Is this a

- 1 Government (state) primary school?
- 2 Catholic local parish primary school?
- 3 Catholic major college primary school?
- 4 other private (independent) primary school?

and now at HIGH school?

..... children

- 1 Government (state) high school?
- 2 Catholic local parish high school?
- 3 Catholic major college high school?
- 4 other private (independent) high school?

D3 If you don't have children at school, do you have children who have PREVIOUSLY ATTENDED school?

- 1 yes
- 2 no << Please go to question D5 >>

D4 In what year did you last have a child attending school? 19 __

D5 For Australian schools in general, HOW IMPORTANT to YOU are the following OBJECTIVES of schooling?

	Very Important	Important	Not Important	Not Sure
a teach literacy and numeracy	1	2	3	4
b teach people how to get along with each other	1	2	3	4
c develop independent thinking	1	2	3	4
d develop respect for people from different backgrounds	1	2	3	4
e develop employment skills	1	2	3	4
f develop self discipline	1	2	3	4
g get students into university	1	2	3	4
h develop loyalty to Australia	1	2	3	4
i provide a general education	1	2	3	4
j promote responsible citizenship	1	2	3	4
k develop self esteem and self-confidence	1	2	3	4
l develop respect for the law	1	2	3	4
m develop respect for authority	1	2	3	4
n keep young people out of trouble	1	2	3	4
o acquire general knowledge	1	2	3	4
p promote religious values	1	2	3	4

What are the three most important OBJECTIVES schools SHOULD seek to accomplish (Please use the letters above)

First most important

Second most important

Third most important

D6 HOW WELL do schools actually ACHIEVE these same objectives? Please answer for the SCHOOL YOUR OLDEST CHILD CURRENTLY ATTENDS. (If your children have left school, please answer for the school last attended by the child who completed schooling most recently)

	Achieves Very Well	Achieves Fairly Well	Not Sure	Achieves Fairly Poorly	Achieves Very Poorly
a teach literacy and numeracy	1	2	3	4	5
b teach people how to get along with each other	1	2	3	4	5
c develop independent thinking	1	2	3	4	5
d develop respect for people from different backgrounds	1	2	3	4	5
e develop employment skills	1	2	3	4	5
f develop self discipline	1	2	3	4	5
g get students into university	1	2	3	4	5
h develop loyalty to Australia	1	2	3	4	5
i provide a general education	1	2	3	4	5
j promote responsible citizenship	1	2	3	4	5
k develop self esteem and self-confidence	1	2	3	4	5
l develop respect for the law	1	2	3	4	5
m develop respect for authority	1	2	3	4	5
n keep young people out of trouble	1	2	3	4	5
o acquire general knowledge	1	2	3	4	5
p promote religious values	1	2	3	4	5

D7 In preparing students for their roles as CITIZENS, how strongly SHOULD schools emphasise teaching each of the following?

		Very Strongly	Strongly	Very little	Not at all
a	respect for the law	1	2	3	4
b	current issues	1	2	3	4
c	how to evaluate public policies	1	2	3	4
d	how to deliberate and reach agreement with others	1	2	3	4
e	how to judge politicians	1	2	3	4
f	Australian history	1	2	3	4
g	about their rights as citizens	1	2	3	4
h	about their duties and obligations as citizens	1	2	3	4
i	how to present a point of view in public	1	2	3	4
j	how to listen and change your point of view	1	2	3	4
k	about the Australian Constitution	1	2	3	3
l	loyalty to Australia	1	2	3	4
m	about Australian political institutions and processes	1	2	3	4
n	respect for the rights of others	1	2	3	4
o	promote an Australian identity	1	2	3	4
p	develop a sense of public service	1	2	3	4
q	develop a sense of justice	1	2	3	4
r	how to make informed choices about their lives	1	2	3	4
s	about social conflicts in Australian history	1	2	3	4

Which of these do you think is the MOST IMPORTANT? And the second and third?
(Please use letters above)

First most important

Second most important.....

Third most important.....

D8 How strongly do you agree or disagree with the following statements about schooling?

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know
Australian schools generally do a good job.	1	2	3	4	5	6
The schools my children have attended have generally done a good job.	1	2	3	4	5	6
Government (State) schools generally do a good job.	1	2	3	4	5	6
Catholic schools generally do a good job.	1	2	3	4	5	6
Other non-government schools generally do a good job.	1	2	3	4	5	6
The schools my children have attended seem to be improving.	1	2	3	4	5	6
Schools seem to be getting better at communicating with their local communities.	1	2	3	4	5	6
Numeracy levels are increasing for most students.	1	2	3	4	5	6
Literacy levels are increasing for most students.	1	2	3	4	5	6
All schools in all states should teach the same courses (ie adopt a national curriculum).	1	2	3	4	5	6
Students with physical disabilities should be integrated into mainstream schools.	1	2	3	4	5	6
Students with learning difficulties should be integrated into mainstream schools.	1	2	3	4	5	6
All same-age students in all states should be assessed in the same way.	1	2	3	4	5	6
School Councils made up of parents, teachers and community members should be consulted about important decisions about their school.	1	2	3	4	5	6
School Councils made up of parents, teachers and community members should be directly involved in important decisions about their school.	1	2	3	4	5	6
Where possible, local schools should make their own decisions about what they do and how they do it (ie school-based management).	1	2	3	4	5	6
All parents should be required to send their children to school rather than educating them at home.	1	2	3	4	5	6

D9 Do you think the FUNDING available to GOVERNMENT (STATE) SCHOOLS is ...

- 1 far too high << Please go to D11 >>
- 2 a bit high << Please go to D11 >>
- 3 about right << Please go to D11 >>
- 4 a bit low
- 5 far too low
- 6 not sure

D10 If you think MORE money should be spent on GOVERNMENT (STATE) SCHOOLS, should this extra money come from

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
higher income taxes generally	1	2	3	4	5
higher income taxes on high-income earners	1	2	3	4	5
higher fees paid by parents	1	2	3	4	5
more fund-raising by School Councils and P&F groups	1	2	3	4	5
shifting money from other areas of government spending	1	2	3	4	5
a special levy (like the Medicare levy)	1	2	3	4	5
other (please specify)	1	2	3	4	5

D11 If LESS money was to be spent on GOVERNMENT (STATE) SCHOOLS, should savings be created by

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
paying teachers less	1	2	3	4	5
cutting back on buildings and equipment	1	2	3	4	5
encouraging parents to send their children to private schools	1	2	3	4	5
reducing the range of subjects available to students	1	2	3	4	5
cutting back on non-academic activities like sport, music, drama, etc.	1	2	3	4	5
making class sizes larger to reduce the number of teachers required	1	2	3	4	5
other (please specify)	1	2	3	4	5

**THE NEXT FEW QUESTIONS REFER SPECIFICALLY TO THE SCHOOL
ATTENDED BY YOUR YEAR-10 CHILD**

D12 Does your school have, and are YOU a member of, any SCHOOL COMMITTEES or decision making groups? (Circle more than one if appropriate)

	Member?		Decision Making Groups?	
	Yes	No	Yes	No
School Council	1	2	1	2
P & F	1	2	1	2
Curriculum Committee	1	2	1	2
Student discipline	1	2	1	2
Student assessment	1	2	1	2
School planning	1	2	1	2
School evaluation	1	2	1	2
Staffing	1	2	1	2
Finances	1	2	1	2
Other	1	2	1	2

D13 In this school, to what extent are most PARENTS actively INVOLVED in decison making?

- 1 a great deal
- 2 some
- 3 very little
- 4 not at all

D14 How many times during the last term of Year 9 did you talk to your child’s teachers about your child’s progress and programs at school?

..... times

D15 How would you rate RELATIONSHIPS between each of the following in your school?

	Very Good	Good	Poor	Very Poor	Don't Know
among students	1	2	3	4	5
among teachers	1	2	3	4	5
teachers and the Principal	1	2	3	4	5
parents and the Principal	1	2	3	4	5
principal and students	1	2	3	4	5
teachers and students	1	2	3	4	5
teachers and parents	1	2	3	4	5

D16 Please RATE your school on each of the following aspects:

	Excellent	Good	Fair	Poor
teacher interest in students	1	2	3	4
effective discipline	1	2	3	4
student behaviour	1	2	3	4
fair discipline	1	2	3	4
school spirit	1	2	3	4
effective teaching	1	2	3	4
teacher respect for students	1	2	3	4
well prepared teachers	1	2	3	4
good working atmosphere	1	2	3	4
opportunity for staff involvement in decision making	1	2	3	4
teacher morale	1	2	3	4
teacher professionalism	1	2	3	4
academic program	1	2	3	4
parent-school relations	1	2	3	4
a safe place to be	1	2	3	4
wide subject choice	1	2	3	4
responsiveness to student concerns	1	2	3	4
interested and hard working students	1	2	3	4
good facilities	1	2	3	4
effective leadership by the school principal	1	2	3	4

D17 How STRONGLY do you agree or disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree
a fair school is one that applies discipline rules equally to all students	1	2	3	4
a fair school is one that gives the same educational resources (eg subject choices, good teachers) to all students equally	1	2	3	4
a fair school is one that gives educational resources to students according to student needs	1	2	3	4
a fair school is one that concentrates on getting students into University	1	2	3	4
a fair school is one that assesses students on how hard they try, not how well they perform	1	2	3	4
a fair school is one that assesses students on how well they perform, not how hard they try	1	2	3	4
a fair school is one that allows students to select their subjects and subject levels	1	2	3	4
a fair school is one that offers a wide range of subject choices	1	2	3	4
a fair school is a safe place for all students	1	2	3	4
a fair school is one that uses the same teaching methods with all students in each subject area	1	2	3	4

D18 Given your conception of fairness, HOW FAIR is the school your Year 10 attends in terms of the following:

	Very Fair	Fair	Unfair	Very Unfair
educational resources	1	2	3	4
range of subject choice	1	2	3	4
teaching methods	1	2	3	4
assessment and grading	1	2	3	4
safety of students	1	2	3	4
student choice of subjects	1	2	3	4
discipline rules	1	2	3	4

D19 How important do you think each of the following OBJECTIVES SHOULD be in THIS SCHOOL?

	Very Important	Important	Unimportant	Very Unimportant
a teach literacy and numeracy	1	2	3	4
b teach people how to get along with each other	1	2	3	4
c develop independent thinking	1	2	3	4
d develop respect for cultural differences	1	2	3	4
e develop employment skills	1	2	3	4
f develop self discipline	1	2	3	4
g get students into university	1	2	3	4
h develop loyalty to Australia	1	2	3	4
i provide a general education	1	2	3	4
j promote responsible citizenship	1	2	3	4
k develop self esteem	1	2	3	4
l promote critical thinking	1	2	3	4
m promote an Australian identity	1	2	3	4
n develop respect for the law	1	2	3	4
o develop respect for authority	1	2	3	4
p keeping young people out of trouble	1	2	3	4
q acquiring general knowledge	1	2	3	4
r promoting religious values	1	2	3	4

What are the three most important OBJECTIVES THIS SCHOOL should seek to accomplish (*Please use the letters above*)

First most important

Second most important

Third most important

D20 HOW WELL does THIS SCHOOL actually ACCOMPLISH each of the following OBJECTIVES:

		Very Well	Well	Poorly	Very Poorly	Don't Know
a	teach literacy and numeracy	1	2	3	4	5
b	teach people how to get along with each other	1	2	3	4	5
c	develop independent thinking	1	2	3	4	5
d	develop respect for cultural differences	1	2	3	4	5
e	develop employment skills	1	2	3	4	5
f	develop self discipline	1	2	3	4	5
g	get students into university	1	2	3	4	5
h	develop loyalty to Australia	1	2	3	4	5
i	provide a general education	1	2	3	4	5
j	promote responsible citizenship	1	2	3	4	5
k	develop self esteem	1	2	3	4	5
l	promote critical thinking	1	2	3	4	5
m	promote an Australian identity	1	2	3	4	5
n	develop respect for the law	1	2	3	4	5
o	develop respect for authority	1	2	3	4	5
p	keeping young people out of trouble	1	2	3	4	5
q	acquiring general knowledge	1	2	3	4	5
r	promoting religious values	1	2	3	4	5

D21 Please indicate who in your FAMILY is GENERALLY responsible for DECISIONS about each of the following matters -

	Mother	Father	Mother & Father	Parents & Kids	Kids
banking	1	2	3	4	5
holiday decisions	1	2	3	4	5
paying bills	1	2	3	4	5
food shopping	1	2	3	4	5
relations with school	1	2	3	4	5
gardening	1	2	3	4	5
care of family pets	1	2	3	4	5
homework	1	2	3	4	5
when the kids could go out	1	2	3	4	5
who the kids could go out with	1	2	3	4	5
household chores	1	2	3	4	5
discipline of kids	1	2	3	4	5
which movies to see	1	2	3	4	5
which TV programs to watch	1	2	3	4	5
how much TV to watch	1	2	3	4	5
what kids should be allowed to do	1	2	3	4	5

D22 Please indicate how IMPORTANT you have regarded each of the following in bringing YOUR CHILDREN up.

	Very important	Important	Unimportant	Very unimportant
to be religious	1	2	3	4
to have a strong sense of responsibility to others	1	2	3	4
to be courteous	1	2	3	4
to be independent	1	2	3	4
not to question those in authority	1	2	3	4
to have good manners	1	2	3	4
to share with others	1	2	3	4
to have a strong sense of justice or fairness	1	2	3	4
to be highly self disciplined	1	2	3	4
to be self reliant	1	2	3	4
to respect the environment	1	2	3	4
to think for yourself	1	2	3	4
to work hard	1	2	3	4
to respect other people's rights	1	2	3	4
to respect older people	1	2	3	4
to always fulfil your obligations	1	2	3	4
to value education very highly	1	2	3	4
to always listen to other people	1	2	3	4
to respect people from different cultural backgrounds	1	2	3	4
to be honest / to tell the truth	1	2	3	4
to support a particular political party	1	2	3	4
never to cause physical harm to others	1	2	3	4
to respect Aboriginal culture and rights	1	2	3	4
to respect other people's property	1	2	3	4
to respect public property	1	2	3	4
to care for the less fortunate	1	2	3	4

D23 How many times over the past two weeks have you discussed SOCIAL and POLITICAL MATTERS with YOUR CHILDREN?

..... times

SECTION E — PERSONAL BACKGROUND

E1 What is your POSTCODE? _ _ _ _

E2 Are you MALE or FEMALE?

- 1 female
- 2 male

E3 In what YEAR were you born?

19 _ _

E4 Would you identify yourself as ...

- 1 Aboriginal
- 2 African
- 3 East Asian (eg Chinese)
- 4 South East Asian (eg Indonesian)
- 5 European or Caucasian
- 6 Pacific Islander
- 7 South Asian (eg Indian)
- 8 Torres Strait Islander
- 9 mixed (please specify).....
- 10 other (please specify)

E5 Where were you BORN? And your parents?

	You	Your Mother	Your Father
Australia	1	1	1
England	2	2	2
Scotland	3	3	3
Italy	4	4	4
Greece	5	5	5
New Zealand	6	6	6
Vietnam	7	7	7
other (Please specify)	8	8	8
.....			
don't know	9	9	9

E6 What is your MARITAL STATUS?

- 1 never married
- 2 now married (including de facto relationships)
- 3 widowed
- 4 divorced or separated

E7 How many children have you had?

..... males

..... females

E8 What is your national citizenship?

- 1 Australian
- 2 Australian plus other
- 3 other << please go to question E10 >>

E9 When did you become an Australian citizen?

- 1 at birth
- 2 19 _ _ (date of naturalisation)

E10 When you were growing up, what was the MAIN LANGUAGE(S) spoken at home?

- 1 English
- 2 English plus other (please specify)
- 3 other (please specify)

and now?

- 1 English
- 2 English plus other (please specify)
- 3 other (please specify)

E11 What is your HIGHEST level of EDUCATION, and what level did your PARENTS reach?

	You	Female Parent or Guardian	Male Parent or Guardian
Primary	1	1	1
some Secondary	2	2	2
Year 10	3	3	3
Year 11	4	4	4
Year 12	5	5	5
some TAFE/Trade Course	6	6	6
TAFE/Trade diploma, certificate	7	7	7
some University/CAE	8	8	8
University/CAE Graduate	9	9	9
post-graduate (University)	10	10	10
don't know	11	11	11
other (please specify).....	12	12	12

E12 What kind of SCHOOL did you last attend? And your PARENTS?

	You	Female Parent or Guardian	Male Parent or Guardian
Government (state) school	1	1	1
Catholic- Local parish school	2	2	2
Catholic - Major college	3	3	3
Independent school	4	5	4
other private school	5	5	5
don't know	6	6	6

E13 When you were at school

	Well above average	Above average	Average	Below average	Well below average
How well did you do at					
English	1	2	3	4	5
Maths	1	2	3	4	5
Science	1	2	3	4	5
Social Studies / History / Geography	1	2	3	4	5
your subjects overall	1	2	3	4	5

E14 When you were at school, were you (Circle one option only)

- 1 really interested in what you were learning and working hard to do well
- 2 really interested but only working moderately hard
- 3 not really interested in what you were learning but working hard to do well
- 4 not really interested in what you were learning but went along with the routines and didn't make waves
- 5 really turned off by school work and didn't go along with school routines
- 6 other (please specify)

E15 In which of the following school-organised activities did you participate?

	Often	Sometimes	Rarely	Never	Not available
sport	1	2	3	4	5
community work	1	2	3	4	5
music, band or orchestra	1	2	3	4	5
debating	1	2	3	4	5
drama, theatre, dance, school play	1	2	3	4	5
activities such as chess, photography	1	2	3	4	5

E16 In your thinking about what to do when you left school, who or what was the most important influence on your choice? And second most important? And third most important? (Use letters below)

- a friends
- b teachers
- c parents
- d careers information
- f news stories
- g TV programs
- h brothers/sisters
- i relatives
- j minister/priest etc.
- k counsellor
- l famous people
- m no one

First most important.....

Second most important.....

Third most important.....

E17 How important were the following REASONS in your thinking about which CAREER to choose:

	Very Important	Important	Unimportant
a to serve God	1	2	3
b to make good money quickly	1	2	3
c to make lots of money	1	2	3
d to do something that is socially valuable	1	2	3
e to have high social status and prestige	1	2	3
f to have power	1	2	3
g to keep your options open	1	2	3
h to do interesting work	1	2	3
i to help the disadvantaged	1	2	3
j to get out of school as soon as possible	1	2	3
k to help your family financially	1	2	3
l to become famous	1	2	3
m other (please specify)	1	2	3

E18 Please indicate roughly the number of HOURS you spent with your FRIENDS in the LAST WEEK

	Number of Hours
playing cards, computer games, or other indoor activities	
talking on the phone	
talking	
playing sport	
at the movies, theatre, concerts, etc	
watching TV or videos	
shopping	
bushwalking, camping, sailing, etc	
having them over for a meal or snack	
going to their place for a meal or snack	
going out for a drink	
at children's sporting events	
at other sporting events	
just visiting	
doing community work	
other (please specify)	

E19 How IMPORTANT are each of the following in your life?

	Very important	Important	Unimportant
newspapers and magazines	1	2	3
music	1	2	3
films and videos	1	2	3
television	1	2	3
books	1	2	3
radio	1	2	3

E20 Which RADIO STATIONS do you listen to?

	Often	Sometimes	Seldom	Never
commercial rock/pop music stations	1	2	3	4
commercial 'easy-listening' music stations	1	2	3	4
commercial 'talk' stations				
Radio National	1	2	3	4
local ABC	1	2	3	4
JJJ	1	2	3	4
other	1	2	3	4

E21 How often would you watch the following types of FILMS and VIDEOS?

	Often	Sometimes	Seldom	Never
adventure	1	2	3	4
youth culture	1	2	3	4
animation	1	2	3	4
the sort of films they show on SBS TV	1	2	3	4
romance	1	2	3	4
comedy	1	2	3	4
horror	1	2	3	4
sci-fi	1	2	3	4
drama	1	2	3	4
other (please specify).....	1	2	3	4

E22 How often would you watch the following types of TELEVISION programs?

	Often	Sometimes	Seldom	Never
news and current affairs	1	2	3	4
music and youth culture	1	2	3	4
sports	1	2	3	4
soapies	1	2	3	4
Australian comedy	1	2	3	4
British comedy	1	2	3	4
American comedy	1	2	3	4
documentaries	1	2	3	4
police and medical dramas	1	2	3	4
other drama	1	2	3	4
cartoons	1	2	3	4
variety (eg Hey Hey It's Saturday)	1	2	3	4
game shows	1	2	3	4
lifestyle (eg Getaway, Money, Our House)	1	2	3	4
other (please specify).....	1	2	3	4

E23 Who or what do you think has MOST INFLUENCED your views about SOCIAL AND POLITICAL ISSUES? The second most influence? And third? (PLEASE USE LETTERS BELOW)

a	parents	
b	teachers	
c	school	
d	friends	First most influence
e	books	Second most influence
f	TV newstories / documentaries	Third most influence
g	priest / minister	
h	religion	
i	newspapers / magazines	
j	brothers, sisters	
k	other adults	
l	music	
m	movies, videos	

E24 As far as you know, which POLITICAL PARTY did your mother FAVOUR when you were about 16 years old? And your father?

	Female Parent or Guardian	Male Parent or Guardian
Liberal Party	1	1
Australian Labor Party	2	2
National (Country) Party	3	3
Australian Democrats	4	4
Greens	5	5
Democratic Labor Party	6	6
Communist Party	7	7
other (please specify)		
.....	8	8

E25 As far as you know, is (was) your mother or your father a MEMBER of a political party?

Your mother?

- 1 yes
- 2 no
- 3 don't know

Your father?

- 1 yes
- 2 no
- 3 don't know

If 'Yes', which political party did your mother belong to? And your father?

	Female Parent or Guardian	Male Parent or Guardian
Liberal Party	1	1
Australian Labor Party	2	2
National (Country) Party	3	3
Australian Democrats	4	4
Greens	5	5
Democratic Labor Party	6	6
Communist Party	7	7
other (please specify)		
.....	8	8

E26 Does (did) your mother belong to any VOLUNTARY ORGANISATIONS or COMMUNITY GROUPS? And what about your father?

	Your Mother or Female Guardian	Your Father or Male Guardian
yes	1	1
no	2	2

E27 What is your religion or faith? And your Mother, and Father?

	You	Your Mother Or Female Guardian	Your Father or Male Guardian
Anglican/Church of England	1	1	1
Uniting Church/Methodist	2	2	2
Roman Catholic	3	3	3
Presbyterian	4	4	4
Orthodox	5	5	5
Lutheran	6	6	6
Buddhist	7	7	7
Baptist	8	8	8
Jewish	9	9	9
Islamic	10	10	10
Hindu	11	11	11
other Christian (please specify)	12	12	12
.....			
other non-Christian (please specify)	13	13	13
.....			
no religion	14	14	14
don't know	15	15	15

E28 How important has your religious faith / upbringing been in giving you ...

	Very Important	Important	Not Important	Not Applicable
values to live by?	1	2	3	4
access to God?	1	2	3	4
inner strength and peace?	1	2	3	4
a sense of purpose in life?	1	2	3	4
moral standards?	1	2	3	4

E30 Apart from religious weddings, funerals and name-givings, how many TIMES have YOU ATTENDED religious services or ceremonies in the LAST MONTH?

..... times

E31 Please indicate how much IMPORTANCE was placed on the following in the way YOU were brought up by your parents (guardians).

	Very important	Important	Unimportant
to be religious	1	2	3
to have a strong sense of responsibility to others	1	2	3
not to question those in authority	1	2	3
to have good manners	1	2	3
to share with others	1	2	3
to have a strong sense of justice or fairness	1	2	3
to be self disciplined	1	2	3
to be self reliant	1	2	3
to respect the environment	1	2	3
to think for yourself	1	2	3
to work hard	1	2	3
to respect other people's rights	1	2	3
to always fulfil your responsibilities	1	2	3
to value education very highly	1	2	3
to respect people's right to be different	1	2	3
to be honest / to tell the truth	1	2	3
to support a particular political party	1	2	3
to respect Aboriginal culture and rights	1	2	3
to respect other people's property	1	2	3
to respect public property	1	2	3
to care for the less fortunate	1	2	3

E32 How many BOOKS are there in your home approximately?

- 1 less than 50
- 2 50-100
- 3 100-250
- 4 250-500
- 5 500+

E33 Which of the following best describes the DWELLING in which you live?

- 1 fully owned
- 2 paying off mortgage
- 3 paying off under a rent/buy scheme
- 4 being rented from a landlord or agent
- 5 being rented from the government
- 6 being occupied rent free
- 7 being occupied under a life tenure scheme
- 8 other (Please specify).....

E34 How much do you pay in rent or mortgage repayments for this dwelling? (In whole dollars only, please)

\$_____ per WEEK or \$_____ per FORTNIGHT or \$_____ per MONTH

E35 Was your ADDRESS 5 YEARS AGO the same as it is now?

- 1 yes
- 2 no

E36 What is the GROSS INCOME you normally receive EACH WEEK? First, for YOURSELF, and then your COMBINED INCOME for YOUR HOUSEHOLD?

Please **include** all pensions, benefits, allowances, superannuation, interest and dividends as well as wages and salaries.

Please **do not deduct** tax or payments to health insurance schemes or superannuation schemes.

		Your Income	Combined Income for Household
\$5,000 or more per week	(\$260,000 or more per year)	1	1
\$4,000 - \$4,999 per week	(\$208 000 - \$259,999 per year)	2	2
\$3,000 - \$3,999 per week	(\$156,000 - \$207,999 per year)	3	3
\$2,000 - \$2,999 per week	(\$104,000 - \$155,999 per year)	4	4
\$1,500 - \$1,999 per week	(\$78,000 - \$103,999 per year)	5	5
\$1,000 - \$1,499 per week	(\$52, 000 - \$77,999 per year)	6	6
\$800 - \$999 per week	(\$41,600 - \$51,999 per year)	7	7
\$700 - \$799 per week	(\$36,400 - \$41,599 per year)	8	8
\$600 - \$699 per week	(\$31,200 - \$36,399 per year)	9	9
\$500 - \$559 per week	(\$26,000 - \$31,199 per year)	10	10
\$400 - \$449 per week	(\$20,800 - \$25,999 per year)	11	11
\$300 - \$399 per week	(\$15,600 - 20,799 per year)	12	12
\$200 - \$299 per week	(\$10,400 - \$15,599 per year)	13	13
\$160 - \$199 per week	(\$8,320 - \$10,399 per year)	14	14
\$120 - \$159 per week	(\$6,240 - \$8,319 per year)	15	15
\$80 - \$119 per week	(\$4,160 - \$6239 per year)	16	16
\$40 - \$79 per week	(\$2,080 - \$4159 per year)	17	17
\$1 - \$39 per week	(\$1 - \$2079 per year)	18	18
Nil	Nil	19	19

E37 Which SOCIAL CLASS would you say you belong to?

- 1 upper class
- 2 middle class
- 3 working class
- 4 none

E38 LAST WEEK, what was your MAIN ACTIVITY? And your SPOUSE or PARTNER?

YOURSELF		YOUR SPOUSE OR PARTNER	
1	working full time for income (or on leave) Go to E40	1	working full time for income (or on leave) Go to E40
2.	working part time for income (or on leave) Go to E40	2	working part time for income (or on leave) Go to E40
3	self-employed (eg Family business/farm)	3	welf-employed (eg Family business/farm)
4	unemployed - looking for work Go to E40	4	unemployed - looking for work Go to E40
5	school or university student	5	school or university student
6	keeping house	6	keeping house
7	retired	7	retired
8	leisure or hobbies	8	leisure or hobbies
9	other	9	other

E39 Have you (they) ever worked for income?

Yourself		Your spouse or partner	
1	yes	1	yes
2	no << Go to Section F >>	2	no <<Go to Section F >>

E40 What KIND OF WORK do you (they) do? (If not working at the moment, please describe the last regular paid occupation)

Yourself	Your spouse or partner
Occupation:	Occupation:

SECTION F — POLITICAL KNOWLEDGE

F1 Federation in Australia, where the states joined together to form one country, took place in

- 1 1788
- 2 1870
- 3 1900
- 4 1901
- 5 1914

F2 Australian Aborigines first gained the right to vote in Federal elections in ...

- 1 1778
- 2 1914
- 3 1929
- 4 1945
- 5 1953
- 6 1967
- 7 1972

F3 The Australian Constitution contains the following:

	True	False	Don't Know
the laws of the land	1	2	3
a Bill of Rights	1	2	3
rules describing our national flag	1	2	3
a description of the role of the Prime Minister	1	2	3
rules that apply to state and federal governments	1	2	3
a description of what powers different governments have	1	2	3
rules protecting the land rights of Aborigines	1	2	3
a rule that the Governor-General must be an Australian citizen	1	2	3
rules allowing the federal government to change laws passed by state governments	1	2	3
rules describing our national anthem	1	2	3
rules about how federal elections will be run	1	2	3

F4 The Australian Constitution can be changed by ...

	True	False	Don't Know
the Federal Parliament	1	2	3
the Queen	1	2	3
the Governor-General	1	2	3
the agreement of the states	1	2	3
a referendum of all Australian voters	1	2	3
the High Court	1	2	3
the Prime Minister	1	2	3

F5 In Australia, a Senator represents ...

	True	False	Don't Know
the same area as a Member of the House of Representatives	1	2	3
a larger area than Members of the House of Representatives	1	2	3
a region within a state or territory	1	2	3
a state or territory	1	2	3
the whole country	1	2	3

F6 The Federal Cabinet in Australia contains

	True	False	Don't Know
all Ministers	1	2	3
all Ministers and their advisers	1	2	3
a smaller group of senior Ministers	1	2	3
the top public servants from each government department	1	2	3
the government and opposition leaders from the Senate and the House of Representatives	1	2	3
federal Ministers and state Premiers	1	2	3

F7 The Deputy Prime Minister is ...

- 1 John Hewson
- 2 Alexander Downer
- 3 Kim Beazley
- 4 Mal Colston
- 5 Tim Fischer
- 6 Cheryl Kernot
- 7 Peter Costello

F8 The Minister for Foreign Affairs is ...

- 1 Gareth Evans
- 2 Robert Hill
- 3 Amanda Vanstone
- 4 Carmen Lawrence
- 5 Alexander Downer
- 6 Peter Costello

F9 'Privatisation' means ...

	True	False	Don't Know
the push for individual privacy	1	2	3
the sale of public assets into private ownership	1	2	3
incentives for private health insurance	1	2	3
government takeover of private companies	1	2	3
support for parents to place their children in private schools	1	2	3

F10 Australia's longest-serving Prime Minister was ...

- 1 Bob Hawke
- 2 Sir William McMahon
- 3 Harold Holt
- 4 Sir Robert Menzies
- 5 Malcolm Fraser
- 6 Alfred Deakin
- 7 Billy Hughes

F11 The Governor-General who sacked the Whitlam Government in 1975 was ...

- 1 Sir John Gorton
- 2 Sir Zelman Cohen
- 3 Sir Garfield Barwick
- 4 Sir John Kerr
- 5 Bill Hayden
- 6 Dr Jim Cairns
- 7 Rex Connor

F12 The 'Mabo decision' of the High Court ...

	True	False	Don't Know
guaranteed land rights to all Australian Aborigines	1	2	3
ruled that Australia wasn't just empty land before white settlement	1	2	3
guaranteed security of possession for farmers	1	2	3
gave back land to some tribal Aborigines	1	2	3
confirmed that Australian Aborigines did own the land before white settlement	1	2	3
ruled that the Federal Government should provide funding to purchase land for Australian Aborigines	1	2	3
established a treaty between the Government and Australian Aborigines	1	2	3



TEACHER SURVEY

“FROM CIVICS TO CITIZENSHIP” RESEARCH PROJECT QUESTIONNAIRE

CENTRE FOR
CITIZENSHIP AND EDUCATION

SCHOOL OF EDUCATION
UNIVERSITY OF TASMANIA

1997

MAY '97

SECTION A — SOCIAL & POLITICAL ATTITUDES

A1 Here are some opinions about life in Australia. Please indicate how much you AGREE or DISAGREE with each statement

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Don't Care
Stronger measures should be taken to protect the environment.	1	2	3	4	5	6
Income/ wealth should be more evenly distributed.	1	2	3	4	5	6
Government interferes with individual rights too much.	1	2	3	4	5	6
Governments don't spend enough money on youth welfare.	1	2	3		5	6
A mix of people from different cultures is a good thing for Australia.	1	2	3	4	5	6
Anybody in Australia can get ahead if they make the effort.	1	2	3	4	5	6
Most people in Australia don't have a real say about how the country is run.	1	2	3	4	5	6
Homosexual acts between consenting adults should be illegal.	1	2	3	4	5	6
Australia has too much Asian immigration.	1	2	3	4	5	6
Aboriginal land rights should be protected.	1	2	3	4	5	6
Abortion should be available on demand.	1	2	3	4	5	6
The Australian flag should be changed.	1	2	3	4	5	6
Australia should retain the monarchy.	1	2	3	4	5	6
The government should spend more to improve conditions for Aborigines.	1	2	3	4	5	6
Unemployment benefits in Australia are too low.	1	2	3	4	5	6

A2 LAST WEEK, how often did you

	Every day	Most days	Some days	Only one day	Not at all
READ about politics	1	2	3	4	5
DISCUSS political matters with other people	1	2	3	4	5

A3 To what extent do you AGREE or DISAGREE with each of the following statements about POLITICS?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Politics				
is the Prime Minister and the Leader of the Opposition shouting at each other in Parliament	1	2	3	4
is the way a democratic community solves its problems	1	2	3	4
is about compromising	1	2	3	4
has nothing to do with me	1	2	3	4
is boring and uninteresting	1	2	3	4
is necessary to promote the good of the community	1	2	3	4
protects the interests of the rich and powerful	1	2	3	4
does nothing to help ordinary people to improve their lives	1	2	3	4

A4 To what extent do you AGREE or DISAGREE with each of the following statements about POLITICIANS?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Politicians				
seek election because they want to help their communities	1	2	3	4
are usually capable people	1	2	3	4
seek the opinions of the people in their electorate	1	2	3	4
follow the agreed policies of their political parties	1	2	3	4
seem to enjoy disagreeing with each other	1	2	3	4
help people who are in difficulty with the public service	1	2	3	4
are just like the rest of us	1	2	3	4
are difficult to make contact with	1	2	3	4
put popularity ahead of being effective	1	2	3	4

A5 How strongly do you AGREE OR DISAGREE with each of the following descriptions of the Australian ECONOMY?

The Australian economy ...	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
has declining job opportunities for young people	1	2	3	4	5
has expanding job opportunities for people with education	1	2	3	4	5
has expanding job opportunities for those who know the right people	1	2	3	4	5
is fixed so that the rich get richer	1	2	3	4	5
is fixed so that ordinary people can't get ahead	1	2	3	4	5
is dominated by big companies	1	2	3	4	5
is powerless against global economic pressures	1	2	3	4	5
has a great future	1	2	3	4	5

A6 In some countries, there are people with CONFLICTING INTERESTS. In your opinion, how DEEP are the conflicts between the following people in Australia?

	No conflict	Some conflict	Deep conflict	Very deep conflict
smokers and non-smokers	1	2	3	4
poor people and rich people		2	3	4
developers and conservationists	1	2	3	4
people with different religious beliefs	1	2	3	4
the working class and the middle class	1	2	3	4
management and employees	1	2	3	4
young people and adults	1	2	3	4
people born in Australia and immigrants	1	2	3	4
country people and city people	1	2	3	4
Aborigines and other Australians	1	2	3	4

A7 On the whole, how often can most people be TRUSTED?

- 1 always
- 2 mostly
- 3 often
- 4 sometimes
- 5 seldom
- 6 never

A8 How often can you TRUST each of the following to act in your best interests?

	Always	Mostly	Sometimes	Rarely	Never	Not Applicable
your relatives	1	2	3	4	5	6
your friends	1	2	3	4	5	6
your minister /priest	1	2	3	4	5	6
the police	1	2	3	4	5	6
local councils	1	2	3	4	5	6
the State	1	2	3	4	5	6
Government						
the Federal	1	2	3	4	5	6
Government						

A9 How important are the following to your PERSONAL WELL-BEING, now and in the future?

	Very Important	Important	Unimportant
having friends	1	2	3
having a good marriage	1	2	3
having kids	1	2	3
having a girlfriend/boyfriend	1	2	3
going to university / TAFE	1	2	3
having a high status profession	1		3
working in a job that interests you	1	2	3
making lots of money	1	2	3
living in a community that cares about the environment	1	2	3
having rights	1	2	3
being healthy	1	2	3
being involved in politics	1	2	3
being involved in community service	1	2	3
participating in decisions about your community	1	2	3
living life according to your religious faith	1	2	3
being able to choose for yourself	1	2	3
living in a society that believes in a fair go for all	1	2	3
your physical appearance	1	2	3

A10 How satisfied are you with your

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
standard of living?	1	2	3	4	5
financial situation?	1	2	3	4	5
leisure activities?	1	2	3	4	5
sense of purpose in life	1	2	3	4	5
neighbourhood?	1	2	3	4	5
current job?	1	2	3	4	5
friendships?	1	2	3	4	5
health?	1	2	3	4	5
children?	1	2	3	4	5
family life?	1	2	3	4	5
life as a whole?	1	2	3	4	5

A11 How good a job do you think the following public services are doing where you live?

	Very Good	Good	Poor	Very Poor
State Emergency Service	1	2	3	4
employment services	1	2	3	4
health-care services	1	2	3	4
ambulance services	1	2	3	4
child-care services	1	2	3	4
garbage collection	1	2	3	4
public housing	1	2	3	4
social services	1	2	3	4
postal services	1	2	3	4
fire services	1	2	3	4
libraries	1	2	3	4
roads	1	2	3	4
police	1	2	3	4

A12 Should Australia have more or fewer REFERENDUMS?

- 1 a lot more
- 2 about the same as now
- 3 fewer
- 4 none
- 5 don't know

A13 Should Australia have more or fewer ELECTIONS for the following levels of Government?

	More elections	Same as now	Fewer elections
Local council	1	2	3
State Government	1	2	3
Federal Government	1	2	3

SECTION B — CITIZENSHIP

B1 How close - how emotionally attached - do you feel to

	Very Close	Close	Not particularly close	Not close at all	Not Applicable
your family	1	2	3	4	5
your friends	1	2	3	4	5
your church	1	2	3	4	5
your neighbourhood	1	2	3	4	5
your town or city	1	2	3	4	5
your state	1	2	3	4	5
Australia	1	2	3	4	5

B2 HOW IMPORTANT is it that you see YOURSELF as someone who ...

	Very Important	Important	Unimportant
comes from a particular city, town or region	1	2	3
comes from a particular neighbourhood	1	2	3
supports a sporting club	1	2	3
belongs to a particular social class (eg middle class, working class)	1	2	3
comes from a particular state (eg Tas, NSW)	1	2	3
has a particular political preference (eg Labor, Green, Democrat, Liberal)	1	2	3
has a particular ethnic background (eg Polish, Vietnamese)	1	2	3
has a particular religion (eg Christian, Muslim)	1	2	3
has rights	1	2	3
has a good character	1	2	3
is of a particular age group (eg young person)	1	2	3
is an Australian	1	2	3
works for a particular organisation	1	2	3
has a particular job or occupation	1	2	3
has a good education	1	2	3
is a citizen	1	2	3
is a member of a particular family	1	2	3
is a parent	1	2	3

**B3 How IMPORTANT do you think the following are to being an AUSTRALIAN?
An Australian is someone who....**

	Very Important	Important	Unimportant
a is committed to a fair go for everyone	1	2	3
b has the same rights as other Australians	1	2	3
c fulfills their responsibilities to others	1	2	3
d is of British descent	1	2	3
e has Australian-born parents	1	2	3
f was born in Australia	1	2	3
g swears allegiance or loyalty to Australia	1	2	3
h speaks English	1	2	3
i has lived in Australia for most of their life	1	2	3
j appreciates the Australian environment	1	2	3
k fits into the Australian way of life	1	2	3
l knows about Australian history	1	2	3
m supports democratic government	1	2	3
n has Christian values	1	2	3
o supports the monarchy	1	2	3

**What do you think is the MOST IMPORTANT? And the second? And third?
(Please use letters above)**

First most important

Second most important.....

Third most important.....

B4 How IMPORTANT are the following to being a CITIZEN. A citizen is someone

		Very Important	Important	Unimportant
a	who has has the right to vote	1	2	3
	who votes	1	2	3
c	who has the right to run for public office	1	2	3
d	who runs for public office	1	2	3
e	who was born in the country in which he or she is a citizen	1	2	3
f	who grew up in the country in which he or she is a citizen	1	2	3
g	who has responsibilities to others	1	2	3
h	who swears loyalty to their country	1	2	3
i	who supports their country's constitution	1	2	3
j	who is prepared to lay down their life for their country	1	2	3
k	who is active in politics	1	2	3
l	who has the right to a fair trial	1	2	3
m	who works with others to create new rights	1	2	3
n	who has a decent standard of living	1	2	3
o	who shares a common cultural background with other citizens	1	2	3
p	who has a right to a free education	1	2	3

What do you think is the MOST IMPORTANT? And the second? And third?
(Please use letters above)

First most important

Second most important.....

Third most important.....

B5 Do you believe Australians have the following RIGHTS, and how important are they to you?

	Do we have them?	
	Yes	No
the right to vote	1	2
the right to a fair trial	1	2
the right to a decent standard of health care	1	2
the right to work	1	2
the right to an education	1	2
the right to join groups and associations of their choice	1	2
the right of free speech	1	2
the right to a decent standard of living	1	2
the right to join the church of their choice	1	2
the right to join the political party of their choice	1	2
the right to public safety and protection	1	2
the right not to be discriminated against on the grounds of race, gender or ethnicity	1	2
the right to protest	1	2

How important are they?		
Very important	Important	Unimportant
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

B6 People have different ideas about what a RIGHT is. In your view, a right is ...

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a	a gift from God	1	2	3	4	5
b	a kind of moral rule to ensure the equality of all citizens	1	2	3	4	5
c	permission or liberty to do as you like	1	2	3	4	5
d	a legal status that can only be granted by the Parliament	1	2	3	4	5
e	a legal status that can only be created by a Constitution	1	2	3	4	5
f	something belonging to all human beings	1	2	3	4	5
g	a kind of duty that the government owes to citizens	1	2	3	4	5
h	a responsibility that citizens have towards each other	1	2	3	4	5
i	a kind of privilege that involves no responsibilities to others	1	2	3	4	5
j	a privilege available only to a few people	1	2	3	4	5
k	a limitation on the power of the government	1	2	3	4	5

B7 Do you think the rights of citizens in Australia are DECLINING?

- 1 yes
- 2 no
- 3 not sure

B8 In general, how important are the following as THREATS to the rights of citizens in Australia?

	Very Important	Important	Unimportant
unemployment	1	2	3
influence of single-issue lobby groups	1	2	3
the growth of the power of governments	1	2	3
inadequate trade union representation	1	2	3
social inequality	1	2	3
lack of involvement in community groups	1	2	3
lack of patriotism	1	2	3
concentration of media ownership	1	2	3
lack of civics education in schools	1	2	3
excessive trade union power	1	2	3
foreign ownership of Australian resources	1	2	3
inadequate education	1	2	3

B9 Australians have RESPONSIBILITIES as well as rights.

How important is it that MOST AUSTRALIANS do the following?			
	Very important	Important	Not
vote in elections	1	2	3
obey the laws	1	2	3
work for a living	1	2	3
complete at least 10 years of education	1	2	3
get involved in politics	1	2	3
become informed about political matters	1	2	3
do jury duty	1	2	3
respect the rights of others	1	2	3
pay taxes without cheating	1	2	3
take care of their family	1	2	3
protest against unjust laws	1	2	3
treat people equally regardless of colour, race, religion or gender	1	2	3
help others in distress	1	2	3
respect and look after the natural environment	1	2	3

How important is it that YOU do the following?		
Very important	Important	Not important
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3

**B10 In Australia, when do Australian-born people first become CITIZENS?
(Circle one number only)**

- 1 as soon as they are born in Australia
- 2 when they turn 18
- 3 when they turn 21
- 4 when they first vote
- 5 when they get a passport
- 6 when they start paying taxes
- 7 when the law regards them as responsible for their actions

**B11 If you were elected to REPRESENT the members of a local community group, would you see YOUR ROLE as.....
(CIRCLE ONE NUMBER ONLY)**

1. speaking and voting on **only** those issues that group members had given you clear **instructions** about.
2. speaking and voting according to your considered judgement of what would be best for your **group and its members**, even if they had not given you instructions
3. speaking and voting according to your judgement of what would be best for **everyone affected** by the decision, even if your group did not benefit from these decisions
4. speaking and voting according to what you saw was in **your** best interest
5. attending the meeting but only to advise that you wanted **all** your group members directly involved in the discussion

B12 In general, who should participate in group decision-making?

	Yes Definitely	Yes Probably	Not Sure	Probably Not	Definitely Not
anyone who is likely to be greatly affected by the outcome of the group's decisions	1	2	3	4	5
anyone who may be affected to some degree	1	2	3	4	5
anyone concerned about the impact of the decisions, even if it won't affect them directly	1	2	3	4	5
anyone who is knowledgeable about the issues being discussed, even if it won't affect them directly	1	2	3	4	5
anyone who is skilled at making difficult or important decisions, even if it won't affect them directly	1	2	3	4	5
anyone willing to accept the decisions made by the majority of the group, even if that person is disadvantaged by the decision	1	2	3	4	5

B13 How well do you think the following organisations and institutions PROTECT CITIZENS' INTERESTS?

	Very Well	Well	Poorly	Very Poorly	Don't Know
local community organisations	1	2	3	4	5
environmental organisations	1	2	3	4	5
welfare rights organisations	1	2	3	4	5
consumer organisations	1	2	3	4	5
women's organisations	1	2	3	4	5
commercial TV and radio	1	2	3	4	5
the ABC and SBS	1	2	3	4	5
Federal Parliament	1	2	3	4	5
State Parliament	1	2	3	4	5
political parties	1	2	3	4	5
trade unions	1	2	3	4	5
newspapers	1	2	3	4	5
the courts	1	2	3	4	5

B14 On a scale from 1 to 5, how STRONG is

	Very weak			Very strong	
your sense of identity as an Australian?	1	2	3	4	5
your sense of belonging to the Australian community?	1	2	3	4	5
your sense of responsibility to other Australians?	1	2	3	4	5
your sense of attachment to Australia?	1	2	3	4	5
your sense of attachment to another country?	1	2	3	4	5
your support of democratic government in Australia?	1	2	3	4	5
your sense of pride in Australian achievements?	1	2	3	4	5
your sense of being an Australian citizen?	1	2	3	4	5
your sense that Australia is a place where your rights are protected?	1	2	3	4	5

B15 Do you think the following STRENGTHEN or WEAKEN Australian DEMOCRACY?

	Strengthen Considerably	Strengthen Somewhat	Weaken	Weaken Considerably	Don't Know
a. shared values	1	2	3	4	5
b. common religious beliefs	1	2	3	4	5
c. a common cultural background	1	2	3	4	5
d. respect for tradition	1	2	3	4	5
e. respect for cultural differences	1	2	3	4	5
f. opportunities for citizen participation in government decision making	1	2	3	4	5
g. a strong national identity	1	2	3	4	5
h. full employment	1	2	3	4	5
i. a Bill of Rights	1	2	3	4	5
j. a republic	1	2	3	4	5
k. knowledge of the Australian Constitution	1	2	3	4	5
l. knowledge of Australian history	1	2	3	4	5
m. knowledge of Australian political institutions and processes	1	2	3	4	5
n. strong leaders	1	2	3	4	5
o. abolition of state governments	1	2	3	4	5
p. judges being elected rather than appointed	1	2	3	4	5
q. federal elections every two years	1	2	3	4	5
r. citizen-initiated referenda	1	2	3	4	5
s. strong family values	1	2	3	4	5
t. abolition of local councils	1	2	3	4	5
u. one vote, one value	1	2	3	4	5
v. twelve (12) years of compulsory schooling	1	2	3	4	5

What do you think would STRENGTHEN Australian democracy the most? And the second and third? (Please use letters above)

First.....

Second.....

Third.....

B16 All in all ...

	Very Good	Good	Average	Poor	Very Poor
how good a citizen do you think you are?	1	2	3	4	5
how good a citizen are most Australians generally?	1	2	3	4	5

SECTION C — PUBLIC INVOLVEMENTS AND VOTING BEHAVIOUR

C1 Here is a list of common types of voluntary groups and organisations. Please circle the KIND OF UNPAID INVOLVEMENT you have had in any of these groups during the PAST MONTH or so, and the TOTAL NUMBER OF HOURS it took. If you were not involved in a particular kind of group, skip to the next line.

	Going to Meetings	Raising Funds	Hands on	Committee Member	Organ- ising	Other	Total Hours Last Month
church related groups	1	2	3	4	5	6	
environmental groups	1	2	3	4	5	6	
sporting clubs (not including <i>playing</i> sport)	1	2	3	4	5	6	
music, art, literary or drama groups	1	2	3	4	5	6	
hobby or craft groups	1	2	3	4	5	6	
service organisations (eg Red Cross)	1	2	3	4	5	6	
school-related groups (eg P&F)	1	2	3	4	5	6	
emergency services (eg SES, CFA, ambulance)	1	2	3	4	5	6	
educational groups (eg Adult Ed.)	1	2	3	4	5	6	
business / professional	1	2	3	4	5	6	
consumer / advocacy	1	2	3	4	5	6	
women's groups (eg CWA, WEL)	1	2	3	4	5	6	
self-help / support (eg Alcoholics Anon.)	1	2	3	4	5	6	
service clubs (eg Rotary)	1	2	3	4	5	6	
farm / rural	1	2	3	4	5	6	
hobby / garden clubs	1	2	3	4	5	6	
ethnic organisations	1	2	3	4	5	6	
law / justice (eg Amnesty International)	1	2	3	4	5	6	
trade union	1	2	3	4	5	6	
heritage (eg Museums)	1	2	3	4	5	6	
community media (eg radio)	1	2	3	4	5	6	
animal welfare	1	2	3	4	5	6	
tourism-related groups	1	2	3	4	5	6	
recreation (eg chess)	1	2	3	4	5	6	
youth groups (eg Scouts)	1	2	3	4	5	6	
internet groups	1	2	3	4	5	6	
other (please specify)	1	2	3	4	5	6	
.....							

PLEASE DON'T FORGET THE 'TOTAL HOURS' COLUMN! If no involvement in any of these groups or organisations, please go to question C5.

C2 For the group listed in C1 that took up the MOST TIME, how well does each of the following reasons explain your involvement?

	Very Important	Important	Unimportant	Not Applicable
personal / family involvement	1	2	3	4
to do something worthwhile	1	2	3	4
felt obliged	1	2	3	4
personal satisfaction	1	2	3	4
to learn new skills	1	2	3	4
religious beliefs	1	2	3	4
social contact	1	2	3	4
help others	1	2	3	4
to be active	1	2	3	4
to gain work experience	1	2	3	4
supporting a cause I believe in	1	2	3	4
building confidence	1	2	3	4
fun, enjoyment	1	2	3	4
to develop valuable networks	1	2	3	4

C3 In general, how often has your involvement in these groups or organisations

	Often	Sometimes	Seldom	Never
COST YOU MONEY?	1	2	3	4
TAKEN TIME FROM				
routine domestic duties?	1	2	3	4
education and training?	1	2	3	4
holidays and travel?	1	2	3	4
friendships?	1	2	3	4
family life?	1	2	3	4
leisure?	1	2	3	4
job?	1	2	3	4
other (please specify)	1	2	3	4
.....				
CAUSED YOU PHYSICAL OR MENTAL STRESS?	1	2	3	4

C4 To what extent has your past involvement enabled you to acquire or develop the following skills?

	A lot	A little	Not at all
understanding and developing policy	1	2	3
formal procedures for meetings			
working with groups / teams	1	2	3
decision-making	1	2	3
public speaking	1	2	3
leadership	1	2	3
organising	1	2	3
fund-raising	1	2	3
financial management	1	2	3
other (please specify)			
.....	1	2	3
.....			

C5 In the PAST YEAR, have you done any of the following, either by yourself or with others?

	Yes	No
contacted your local Council	1	2
contacted your State Member of Parliament	1	2
contacted your Federal Member of Parliament	1	2
written a letter to a newspaper or phoned a 'talk-back' radio program	1	2
participated in a protest march or rally or meeting	1	2
signed a petition	1	2
participated in a community event (like Clean up Australia or a fund-raising day)	1	2
donated your own money to a charity or community group	1	2

C6 If you did NOT participate in any of the groups listed in C1 or do any of the things mentioned in C5, how important are the following reasons in explaining why not?

	Very Important	Important	Not Important
not interested	1	2	3
people should take care of themselves	1	2	3
other people have more to offer than me	1	2	3
don't have the necessary skills	1	2	3
haven't felt strongly enough about any issues	1	2	3
never thought about it	1	2	3
lacking in confidence	1	2	3
boring	1	2	3
never been asked	1	2	3
too busy	1	2	3
too young	1	2	3
too shy	1	2	3
it's pointless	1	2	3
other (please specify)	1	2	3

C7 Did you vote in the LAST FEDERAL election (March 1996)?

- 1 yes

2 no >>>> If 'no", why not?
- 1 ineligible

2 overseas

3 ill / injured

4 too young

5 own choice

C8 How about the PREVIOUS FEDERAL election (March 1993)?

- 1 yes

2 no >>>> If 'no", why not?
- 1 ineligible

2 overseas

3 ill / injured

4 too young

5 own choice

C9 Which PARTY received your NUMBER 1 VOTE in these two FEDERAL ELECTIONS?

	LAST Federal Election (March 1996)		PREVIOUS Federal Election (March 1993)	
	House of Representatives	Senate	House of Representatives	Senate
Liberal Party	1	1	1	1
Australian Labor Party	2	2	2	2
National (Country) Party	3	3	3	3
Australian Democrats	4	4	4	4
Greens	5	5	5	5
voted Independent	6	6	6	6
voted informal	7	7	7	7
can't remember	8	8	8	8

C10 Did you vote in the LAST STATE election?

- | | | | |
|---|---------------------------|---|---------------|
| 1 | yes | 1 | ineligible |
| 2 | no >>>> If 'no", why not? | 2 | overseas |
| | | 3 | ill / injured |
| | | 4 | too young |
| | | 5 | own choice |

C11 How about the PREVIOUS STATE election?

- | | | | |
|---|---------------------------|---|---------------|
| 1 | yes | 1 | ineligible |
| 2 | no >>>> If 'no", why not? | 2 | overseas |
| | | 3 | ill / injured |
| | | 4 | too young |
| | | 5 | own choice |

C13 Which PARTY received your NUMBER 1 VOTE in these two STATE ELECTIONS?

	LAST State Election		PREVIOUS State Election	
	Legislative Assembly	Upper House	Legislative Assembly	Upper House
Liberal Party	1	1	1	1
Australian Labor Party	2	2	2	2
National (Country) Party	3	3	3	3
Australian Democrats	4	4	4	4
Greens	5	5	5	5
voted Independent	6	6	6	6
voted informal	7	7	7	7
can't remember	8	8	8	8
no Upper House in my state	9	9	9	9
other (please specify)	10	10	10	10

C14 If voting in elections was NOT COMPULSORY, would you have voted in

	Definitely	Probably	Maybe	Probably Not	Definitely Not
the last FEDERAL election	1	2	3	4	5
the last STATE election	1	2	3	4	5

C15 If a federal election was held tomorrow, which POLITICAL PARTY would you VOTE for? (Circle one)

- 1 the Liberal Party
- 2 the National Party
- 3 the Australian Labor Party
- 4 the Australian Democrats
- 5 the Australian Greens
- 6 other (please specify)
- 7 don't know

SECTION D — SCHOOLING

D1 Do you have CHILDREN AT SCHOOL?

- 1 yes
- 2 no << If 'no', please go to question D3 >>

D2 How many are now at PRIMARY school?

..... children

Is this a

- 1 Government (state) primary school?
- 2 Catholic local parish primary school?
- 3 Catholic major college primary school?
- 4 other private (independent) primary school?

and now at HIGH school?

..... children

- 1 Government (state) high school?
- 2 Catholic local parish high school?
- 3 Catholic major college high school?
- 4 other private (independent) high school?

D3 If you don't have children at school, do you have children who have PREVIOUSLY ATTENDED school?

- 1 yes
- 2 no << Please go to question D5 >>

D4 In what year did you last have a child attending school? 19 __

D5 In preparing students for their roles as CITIZENS, how strongly SHOULD schools emphasise teaching each of the following?

		Very Strongly	Strongly	Very little	Not at all
a	respect for the law	1	2	3	4
b	current issues	1	2	3	4
c	how to evaluate public policies	1	2	3	4
d	how to deliberate and reach agreement with others	1	2	3	4
e	how to judge politicians	1	2	3	4
f	Australian history	1	2	3	4
g	about their rights as citizens	1	2	3	4
h	about their duties and obligations as citizens	1	2	3	4
i	how to present a point of view in public	1	2	3	4
j	how to listen and change your point of view	1	2	3	4
k	about the Australian Constitution	1	2	3	3
l	loyalty to Australia	1	2	3	4
m	about Australian political institutions and processes	1	2	3	4
n	respect for the rights of others	1	2	3	4
o	promote an Australian identity	1	2	3	4
p	develop a sense of public service	1	2	3	4
q	develop a sense of justice	1	2	3	4
r	how to make informed choices about their lives	1	2	3	4
s	about social conflicts in Australian history	1	2	3	4

Which of these do you think is the MOST IMPORTANT? And the second and third?
(Please use letters above)

First most important

Second most important.....

Third most important.....

D6 How strongly do you agree or disagree with the following statements about schooling?

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know
Australian schools generally do a good job.	1	2	3	4	5	6
The schools my children have attended have generally done a good job.	1	2	3	4	5	6
Government (State) schools generally do a good job.	1	2	3	4	5	6
Catholic schools generally do a good job.	1	2	3	4	5	6
Other non-government schools generally do a good job.	1	2	3	4	5	6
The schools my children have attended seem to be improving.	1	2	3	4	5	6
Schools seem to be getting better at communicating with their local communities.	1	2	3	4	5	6
Numeracy levels are increasing for most students.	1	2	3	4	5	6
Literacy levels are increasing for most students.	1	2	3	4	5	6
All schools in all states should teach the same courses (ie adopt a national curriculum).	1	2	3	4	5	6
Students with physical disabilities should be integrated into mainstream schools.	1	2	3	4	5	6
Students with learning difficulties should be integrated into mainstream schools.	1	2	3	4	5	6
All same-age students in all states should be assessed in the same way.	1	2	3	4	5	6
School Councils made up of parents, teachers and community members should be consulted about important decisions about their school.	1	2	3	4	5	6
School Councils made up of parents, teachers and community members should be directly involved in important decisions about their school.	1	2	3	4	5	6
Where possible, local schools should make their own decisions about what they do and how they do it (ie school-based management).	1	2	3	4	5	6
All parents should be required to send their children to school rather than educating them at home.	1	2	3	4	5	6

D7 Do you think the FUNDING available to GOVERNMENT (STATE) SCHOOLS is ...

- 1 far too high << Please go to D9 >>
- 2 a bit high << Please go to D9 >>
- 3 about right << Please go to D9 >>
- 4 a bit low
- 5 far too low
- 6 not sure

D8 If you think MORE money should be spent on GOVERNMENT (STATE) SCHOOLS, should this extra money come from

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
higher income taxes generally	1	2	3	4	5
higher income taxes on high-income earners	1	2	3	4	5
higher fees paid by parents	1	2	3	4	5
more fund-raising by School Councils and P&F groups	1	2	3	4	5
shifting money from other areas of government spending	1	2	3	4	5
a special levy (like the Medicare levy)	1	2	3	4	5
other (please specify)	1	2	3	4	5
.....					
.....					

D9 If LESS money was to be spent on GOVERNMENT (STATE) SCHOOLS, should savings be created by

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
paying teachers less	1	2	3	4	5
cutting back on buildings and equipment	1	2	3	4	5
encouraging parents to send their children to private schools	1	2	3	4	5
reducing the range of subjects available to students	1	2	3	4	5
cutting back on non-academic activities like sport, music, drama, etc.	1	2	3	4	5
making class sizes larger to reduce the number of teachers required	1	2	3	4	5
other (please specify)	1	2	3	4	5
.....					
.....					

THE REMAINING QUESTIONS IN THIS SECTION ARE TARGETED SPECIFICALLY AT TEACHERS

D10 What qualification(s) do you hold (eg B.Sc, Dip Ed, B.Ed)

.....

D11 At what type of institution did you do your teacher training?

- 1 Teachers College
- 2 College of Advanced Education
- 3 University
- 4 other (please specify)

D12 In what subjects did you major as an undergraduate

.....
.....
.....

D13 Did you have work in another field before becoming a teacher (aside from short-term or part-time work while you were studying)?

- 1 yes
- 2 no

D14 How long have you taught at this SCHOOL? (years)

D15 How many YEARS have you been teaching overall? (years)

D16 Are you teaching full time or part time?

- 1 full time
- 2 part time

D17 Do you hold any of the following positions?

- 1 AST 1
- 2 AST 2
- 3 AST 3
- 4 Assistant Principal

D18 What SUBJECTS are you teaching this year?

Please circle the number for each subject that you are teaching. If the exact names of your subjects are not listed, please circle a similar subject.

English	Mathematics	Computer Studies	Social Science
1 English	3 Mathematics	5 Computer Studies	7 Social Science
2 English As A Second Language	4 Mathematics Extended	6 Information Processing	8 History
			9 Geography
			10 Aboriginal Studies
			11 Religious Studies
			12 Child Studies
Commerce/ Business	Materials , Design & Technology	Art, Craft & Design	Home Economics
13 Business	17 Computer Graphics & Design	21 Art	25 Foods, Textiles and the Family
14 Accounting	18 Design in Wood	22 Pottery	26 Food & The Family
15 Legal Studies	19 Design in Metal	23 Photography	27 Textiles & The Family
16 Keyboarding	20 Design In Plastics	24 Other Arts & Crafts	
Languages Other Than English	Science	Physical Education	
28 French	34 Science	37 Physical Education	
29 Japanese	35 Science Extended	38 Outdoor Education	
30 Indonesian	35 Electronics	39 Sports Science	
31 German	36 Agricultural Studies	40 Physical Recreation	
32 Italian		41 Health	
33 Latin			
Work Studies	Performing Arts		
42 Work Studies	44 Music		
43 Learning Enterprise	45 Music Instrumental		
	46 Speech and Drama		
	47 Dance		

D19 Of these, which subjects are you teaching at Year 10 level? (please use numbers corresponding to subjects)

.....

D20 Does your school have, and are YOU a member of, any SCHOOL COMMITTEES or decision making groups? (Circle more than one if appropriate)

	Decision Making Groups?		Member?	
	Yes	No	Yes	No
School Council	1	2	1	2
Year Level Committee	1		1	2
Curriculum Committee	1	2	1	2
Student discipline	1	2	1	2
Student assessment	1	2	1	2
School planning	1	2	1	2
School evaluation	1	2	1	2
Staffing	1	2	1	2
Finances	1	2	1	2
other (please specify)	1	2	1	2
.....				

D21 To what extent do YOU want to be actively INVOLVED in decision making in your school regarding

	A great deal	Some	Very little	Not at all
curriculum	1	2	3	4
student discipline	1	2	3	4
student management	1	2	3	
student assessment	1	2	3	4
school planning	1	2	3	4
school evaluation	1	2	3	4
staffing	1	2	3	4
finances	1	2	3	4

D22 To what extent are teachers in your school routinely CONSULTED but not involved in decision making on matters of school policy regarding

	A great deal	Some	Very little	Not at all
curriculum	1	2	3	4
student discipline	1	2	3	4
student management	1	2	3	4
student assessment	1	2	3	4
school planning	1	2	3	4
school evaluation	1	2	3	4
staffing	1	2	3	4
finances	1	2	3	4
parent/teacher issues	1	2	3	4

D23 If your school has a School Council, how strongly would you agree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
The School Council is an effective policy making group.	1	2	3	4	5
The School Council has not really been worth the effort.	1	2	3	4	5
Parent involvement in school governance is unnecessary.	1	2	3	4	5
Parent involvement in school effectiveness of the school as a learning community.	1	2	3	4	5

D24 How would you rate RELATIONSHIPS between each of the following in your school?

	Very Good	Good	Fair	Poor
among students	1	2	3	4
among teachers	1	2	3	4
teachers and the Principal	1	2	3	4
parents and Principal	1	2		4
the Principal and students	1	2	3	4
teachers and students	1	2	3	4
teachers and parents	1	2	3	4
the Principal and parents	1	2	3	4

D25 How would you rate your school on each of the following aspects?

	Very Good	Good	Fair	Poor
teacher interest in students	1	2	3	4
effective discipline	1	2	3	4
student behaviour	1	2	3	4
fair discipline	1	2	3	4
school spirit	1	2	3	4
effective teaching	1	2	3	4
teacher respect for students	1	2	3	4
well prepared teachers	1	2	3	4
good working atmosphere	1	2	3	4
opportunity for staff involvement in decision making	1	2	3	4
teacher morale	1	2	3	4
teacher professionalism	1	2	3	4
student management	1	2	3	4
academic program	1	2	3	4
academic ethos or climate	1	2	3	4
parent-school relations	1	2	3	4
a safe place to be	1	2	3	4
wide subject choice	1	2	3	4
responsiveness to student concerns	1	2	3	4
engaged and hard-working students	1	2	3	4
good facilities	1	2	3	4
effective leadership by school principal	1	2	3	4

D26 In how many Year 10 LESSONS over the past two weeks have you discussed SOCIAL and POLITICAL MATTERS?

..... lessons

D27 Where are social and political issues DISCUSSED during school:
(Circle as many as necessary)

- 1 Home groups
- 2 SOSE lessons
- 3 English
- 4 Humanities
- 5 Science
- 6 other (please specify).....
- 7 not at all

D28 Please indicate the extent to which YOU employ the following kinds of teaching strategies in your Year 10 classes:

	Very Often	Often	Rarely	Never
researching topics	1	2	3	4
classroom discussions	1	2	3	4
working in groups	1	2	3	4
debating	1	2	3	4
teacher talking about topic	1	2	3	4
cooperative groupwork	1	2	3	4
role playing	1	2	3	4
peer teaching	1	2	3	4

D29 In general, how EFFECTIVE have you found the following kinds of teaching strategies in your Year 10 classes:

	Very Effective	Effective	Not Very Effective	Useless
researching topics	1	2	3	4
classroom discussions	1	2	3	4
working in groups	1	2	3	4
debating	1	2	3	4
teacher talking about topic	1	2	3	4
cooperative groupwork	1	2	3	4
role playing	1	2	3	4
peer teaching	1	2	3	4

D30 How often do the following describe your role in the school:

	Very Often	Often	Rarely	Never
the teacher as helper	1	2	3	4
the teacher as expert	1	2	3	4
the teacher as facilitator	1	2	3	4
the teacher as team member	1	2	3	4
the teacher as instructor	1	2	3	4
the teacher as authority figure	1	2	3	4
the teacher as subject specialist	1	2	3	4
the teacher as carer	1	2	3	4
the teacher as controller	1	2	3	4
the teacher as social worker	1	2	3	4
the teacher as manager	1	2	3	4
the teacher as warder	1	2	3	4
the teacher as 'private eye'	1	2	3	4
the teacher as judge	1	2	3	4

D31 How INTERESTED have you found the students in each of the following topics in SOSE, Social Science, History or Geography?

	Very Interested	Sometimes Interested	Rarely Interested	Not Covered
Aboriginal history	1	2	3	4
Australian history since 1788	1	2	3	4
modern world history	1	2	3	4
other history topics	1	2	3	4
environmental topics	1	2	3	4
social and political issues	1	2	3	4
political institutions (eg how Parliament works, voting, etc)	1	2	3	4
gender issues	1	2	3	4

D32 A FAIR SCHOOL is one that

	Strongly Agree	Agree	Disagree	Strongly Disagree
applies discipline rules equally to all students	1	2	3	4
gives the same educational resources (eg subject choices, good teachers) to all students equally	1	2	3	4
gives educational resources to students according to student needs	1	2	3	4
concentrates on getting students into University	1	2	3	4
assesses students on how hard they try, not how well they perform	1	2	3	4
assesses students on how well they perform, not how hard they try	1	2	3	4
allows students to select their subjects and subject levels	1	2	3	4
offers a wide range of subject choices	1	2	3	4
is a safe place for all students	1	2	3	4
uses the same teaching methods with all students in each subject area	1	2	3	4

D33 HOW FAIR is your school in terms of the following:

	Very Fair	Fair	Unfair	Very Unfair
educational resources	1	2	3	4
range of subject choice	1	2	3	4
teaching methods	1	2	3	4
assessment and grading	1	2	3	4
safety of students	1	2	3	4
student choice of subjects	1	2	3	4
discipline rules	1	2	3	4

D34 How well does your school actually ACHIEVE the following objectives?

	Achieves Very Well	Achieves Fairly Well	Not Sure	Achieves Fairly Poorly	Achieves Very Poorly
	1	2	3	4	5
teach people how to get along with each other	1	2	3	4	5
develop independent thinking	1	2	3	4	5
develop respect for people from different backgrounds	1	2	3	4	5
develop employment skills	1	2	3	4	5
develop self discipline	1	2	3	4	5
get students into university	1	2	3	4	5
develop loyalty to Australia	1	2	3	4	5
provide a general education	1	2	3	4	5
promote responsible citizenship	1	2	3	4	5
develop self esteem and self- confidence	1	2	3	4	5
develop respect for the law	1	2	3	4	5
develop respect for authority	1	2	3	4	5
keep young people out of trouble	1	2	3	4	5
acquire general knowledge	1	2	3	4	5
promote religious values	1	2	3	4	5

SECTION E — PERSONAL BACKGROUND

E1 What is your POSTCODE? _ _ _ _

E2 Are you MALE or FEMALE?

- 1 female
- 2 male

E3 In what YEAR were you born?

19 __

E4 Would you identify yourself as ...

- 1 Aboriginal
- 2 African
- 3 East Asian (eg Chinese)
- 4 South East Asian (eg Indonesian)
- 5 European or Caucasian
- 6 Pacific Islander
- 7 South Asian (eg Indian)
- 8 Torres Strait Islander
- 9 mixed (please specify).....
- 10 other (please specify)
- 11 Australian

E5 Where were you BORN? And your parents?

	You	Your Mother	Your Father
Australia	1	1	1
England	2	2	2
Scotland	3	3	3
Italy	4	4	4
Greece	5	5	5
New Zealand	6	6	6
Vietnam	7	7	7
other (Please specify)	8	8	8
.....			
don't know	9	9	9

E6 What is your MARITAL STATUS?

- 1 never married
- 2 now married (including de facto relationships)
- 3 widowed
- 4 divorced or separated

E7 How many children have you had?

..... males

..... females

E8 What is your national citizenship?

- 1 Australian
- 2 Australian plus other
- 3 other << please go to question E10 >>

E9 When did you become an Australian citizen?

- 1 at birth
- 2 19 _ _ (date of naturalisation)

E10 When you were growing up, what was the MAIN LANGUAGE(S) spoken at home?

- 1 English
- 2 English plus other (please specify)
- 3 other (please specify)

and now?

- 1 English
- 2 English plus other (please specify)
- 3 other (please specify)

E11 What is your HIGHEST level of EDUCATION, and what level did your PARENTS reach?

	You	Female Parent or Guardian	Male Parent or Guardian
Primary	1	1	1
some Secondary	2	2	2
Year 10	3	3	3
Year 11	4	4	4
Year 12	5	5	5
some TAFE/Trade Course	6	6	6
TAFE/Trade diploma, certificate	7	7	7
some University/CAE	8	8	8
University/CAE Graduate	9	9	9
post-graduate (University)	10	10	10
don't know	11	11	11
other (please specify).....	12	12	12

E12 What kind of SCHOOL did you last attend? And your PARENTS?

	You	Female Parent or Guardian	Male Parent or Guardian
Government (state) school	1	1	1
Catholic- Local parish school	2	2	2
Catholic - Major college	3	3	3
Independent school	4	5	4
other private school	5	5	5
don't know	6	6	6

E13 When you were at school

	Well above average	Above average	Average	Below average	Well below average
How well did you do at					
English	1	2	3	4	5
Maths	1	2	3	4	5
Science	1	2	3	4	5
Social Studies / History / Geography	1	2	3	4	5
your subjects overall	1	2	3	4	5

E14 When you were at school, were you (Circle one option only)

- 1 really interested in what you were learning and working hard to do well
- 2 really interested but only working moderately hard
- 3 moderately interested in what you were learning but working hard to do well
- 4 not really interested in what you were learning but went along with the routines and didn't make waves
- 5 really turned off by school work and didn't go along with school routines
- 6 other (please specify)

E15 In which of the following school-organised activities did you participate?

	Often	Sometimes	Rarely	Never	Not available
sport	1	2	3	4	5
community work	1	2	3	4	5
music, band or orchestra	1	2	3	4	5
debating	1	2	3	4	5
drama, theatre, dance, school play	1	2	3	4	5
activities such as chess, photography	1	2	3	4	5

E16 How important were the following REASONS in your thinking about which CAREER to choose:

	Very Important	Important	Unimportant
to serve God	1	2	3
to make good money quickly	1	2	3
to make lots of money	1	2	3
to do something that is socially valuable	1	2	3
to have high social status and prestige	1	2	3
to have power	1	2	3
to keep your options open	1	2	3
to do interesting work	1	2	3
to help the disadvantaged	1	2	3
to get out of school as soon as possible	1	2	3
to help your family financially	1	2	3
to become famous	1	2	3
other (please specify)	1	2	3

E17 What sorts of things did you do with your FRIENDS in the LAST WEEK? Circle as many numbers as you need.

1	playing cards, computer games, or other indoor activities
2	talking on the phone
3	talking
4	playing sport
5	at the movies, theatre, concerts, etc
6	watching TV or videos
7	shopping
8	bushwalking, camping, sailing, etc
9	having them over for a meal or snack
10	going to their place for a meal or snack
11	going out for a drink
12	at children's sporting events
13	at other sporting events
14	just visiting
15	doing community work
16	other (please specify)

What about watching TV in general? How many hours did you spend LAST WEEK watching television (with or without your friends)?
..... hours

E18 How IMPORTANT are each of the following in your life?

	Very important	Important	Unimportant
newspapers and magazines	1	2	3
music	1	2	3
films and videos	1	2	3
television	1	2	3
books	1	2	3
radio	1	2	3

E19 Which RADIO STATIONS do you listen to?

	Often	Sometimes	Seldom	Never
commercial rock/pop music stations	1	2	3	4
commercial 'easy-listening' music stations	1	2	3	4
commercial 'talk' stations	1	2	3	4
Radio National	1	2	3	4
local ABC	1	2	3	4
JJJ	1	2	3	4
other	1	2	3	4

E20 How often would you watch the following types of TELEVISION programs?

	Often	Sometimes	Seldom	Never
news and current affairs	1	2	3	4
music and youth culture	1	2	3	4
sports	1	2	3	4
soapies	1	2	3	4
Australian comedy	1	2	3	4
British comedy	1	2	3	4
American comedy	1	2	3	4
documentaries	1	2	3	4
police and medical dramas	1	2	3	4
other drama	1	2	3	4
cartoons	1	2	3	4
variety (eg Hey Hey It's Saturday)	1	2	3	4
game shows	1	2	3	4
lifestyle (eg Getaway, Money, Our House)	1	2	3	4
other (please specify).....	1	2	3	4

E21 As far as you know, which POLITICAL PARTY did your mother FAVOUR when you were about 16 years old? And your father?

	Female Parent or Guardian	Male Parent or Guardian
Liberal Party	1	1
Australian Labor Party	2	2
National (Country) Party	3	3
Australian Democrats	4	4
Greens	5	5
Democratic Labor Party	6	6
Communist Party	7	7
other (please specify)		
.....	8	8

E22 As far as you know, is (was) your mother or your father a MEMBER of a political party?

Your mother?

- 1 yes
- 2 no
- 3 don't know

Your father?

- 1 yes
- 2 no
- 3 don't know

If 'Yes', which political party did your mother belong to? And your father?

	Female Parent or Guardian	Male Parent or Guardian
Liberal Party	1	1
Australian Labor Party	2	2
National (Country) Party	3	3
Australian Democrats	4	4
Greens	5	5
Democratic Labor Party	6	6
Communist Party	7	7
other (please specify)		
.....	8	8

E23 Does (did) your mother belong to any VOLUNTARY ORGANISATIONS or COMMUNITY GROUPS? And what about your father?

	Your Mother or Female Guardian	Your Father or Male Guardian
yes	1	1
no	2	2

E24 What is your religion or faith? And your Mother, and Father?

	You	Your Mother Or Female Guardian	Your Father or Male Guardian
Anglican/Church of England	1	1	1
Uniting Church/Methodist	2	2	2
Roman Catholic	3	3	3
Presbyterian	4	4	4
Orthodox	5	5	5
Lutheran	6	6	6
Buddhist	7	7	7
Baptist	8	8	8
Jewish	9	9	9
Islamic	10	10	10
Hindu	11	11	11
other Christian (please specify)	12	12	12
.....			
other non-Christian (please specify)	13	13	13
.....			
no religion	14	14	14
don't know	15	15	15

E25 Apart from religious weddings, funerals and name-givings, how many TIMES have YOU ATTENDED religious services or ceremonies in the LAST MONTH?

..... times

E26 Please indicate how much IMPORTANCE was placed on the following in the way YOU were brought up by your parents (guardians).

	Very important	Important	Unimportant
to have a strong sense of responsibility to others	1	2	3
to have good manners	1	2	3
to share with others	1	2	3
to have a strong sense of justice or fairness	1	2	3
to be self disciplined		2	3
to be self reliant	1	2	3
to respect the environment	1	2	3
to think for yourself	1	2	3
to work hard	1	2	3
to respect other people's rights	1	2	3
to always fulfil your responsibilities	1	2	3
to respect people's right to be different	1	2	3
to be honest / to tell the truth	1	2	3
to respect other people's property	1	2	3
to care for the less fortunate	1	2	3

E27 How many BOOKS are there in your home approximately?

- 1 a few
- 2 dozens
- 3 hundreds

E28 Which of the following best describes the DWELLING in which you live?

- 1 fully owned
- 2 paying off mortgage
- 3 paying off under a rent/buy scheme
- 4 being rented from a landlord or agent
- 5 being rented from the government
- 6 being occupied rent free
- 7 being occupied under a life tenure scheme
- 8 other (Please specify).....

E29 How much do you pay in rent or mortgage repayments for this dwelling? (In whole dollars only, please)

\$_____ per WEEK or \$_____ per FORTNIGHT or \$_____ per MONTH

E30 Was your ADDRESS 5 YEARS AGO the same as it is now?

- 1 yes
- 2 no

E31 Which SOCIAL CLASS would you say you belong to?

- 1 upper class
- 2 middle class
- 3 working class
- 4 none

E32 What is the GROSS INCOME you normally receive EACH WEEK? First, for YOURSELF, and then your COMBINED INCOME for YOUR HOUSEHOLD?

Please include all pensions, benefits, allowances, superannuation, interest and dividends as well as wages and salaries.

Please do not deduct tax or payments to health insurance schemes or superannuation schemes.

		Your Income	Combined Income for Household
\$5,000 or more per week	(\$260,000 or more per year)	1	1
\$4,000 - \$4,999 per week	(\$208 000 - \$259,999 per year)	2	2
\$3,000 - \$3,999 per week	(\$156,000 - \$207,999 per year)	3	3
\$2,000 - \$2,999 per week	(\$104,000 - \$155,999 per year)	4	4
\$1,500 - \$1,999 per week	(\$78,000 - \$103,999 per year)	5	5
\$1,000 - \$1,499 per week	(\$52, 000 - \$77,999 per year)	6	6
\$800 - \$999 per week	(\$41,600 - \$51,999 per year)	7	7
\$700 - \$799 per week	(\$36,400 - \$41,599 per year)	8	8
\$600 - \$699 per week	(\$31,200 - \$36,399 per year)	9	9
\$500 - \$559 per week	(\$26,000 - \$31,199 per year)	10	10
\$400 - \$449 per week	(\$20,800 - \$25,999 per year)	11	11
\$300 - \$399 per week	(\$15,600 - 20,799 per year)	12	12
\$200 - \$299 per week	(\$10,400 - \$15,599 per year)	13	13
\$160 - \$199 per week	(\$8,320 - \$10,399 per year)	14	14
\$120 - \$159 per week	(\$6,240 - \$8,319 per year)	15	15
\$80 - \$119 per week	(\$4,160 - \$6239 per year)	16	16
\$40 - \$79 per week	(\$2,080 - \$4159 per year)	17	17
\$1 - \$39 per week	(\$1 - \$2079 per year)	18	18
Nil	Nil	19	19

E33 LAST WEEK, what was your MAIN ACTIVITY? And your SPOUSE or PARTNER?

YOURSELF		YOUR SPOUSE OR PARTNER	
1	working full time for income (or on leave) Go to E34	1	working full time for income (or on leave) Go to E34
2.	working part time for income (or on leave) Go to E34	2	working part time for income (or on leave) Go to E34
3	self-employed (eg Family business/farm)	3	self-employed (eg Family business/farm)
4	unemployed - looking for work Go to E34	4	unemployed - looking for work Go to E34
5	school or university student	5	school or university student
6	keeping house	6	keeping house
7	retired	7	retired
8	leisure or hobbies	8	leisure or hobbies
9	other	9	other

E34 Have you (they) ever worked for income?

Yourself

- 1 yes
2 no << Go to Section F >>

Your spouse or partner

- 1 yes
2 no <<Go to Section F >>

E35 What KIND OF WORK do you (they) do? (If not working at the moment, please describe the last regular paid occupation) Please provide as much information as possible.

Youself	Your spouse or partner
Occupation:	Occupation:

SECTION F — POLITICAL KNOWLEDGE

F1 Federation in Australia, where the states joined together to form one country, took place in

- 1 1788
- 2 1870
- 3 1900
- 4 1901
- 5 1914

F2 Australian Aborigines first gained the right to vote in Federal elections in ...

- 1 1778
- 2 1929
- 3 1953
- 4 1967
- 5 1972

F3 The Australian Constitution contains the following:

	True	False	Don't Know
the laws of the land	1	2	3
a Bill of Rights	1	2	3
rules describing our national flag	1	2	3
a description of the role of the Prime Minister	1	2	3
rules that apply to state and federal governments	1	2	3
a description of what powers different governments have	1	2	3
rules protecting the land rights of Aborigines	1	2	3
a rule that the Governor-General must be an Australian citizen	1	2	3
rules allowing the federal government to change laws passed by state governments	1	2	3
rules describing our national anthem	1	2	3
rules about how federal elections will be run	1	2	3

F4 The Federal Cabinet in Australia contains

	True	False	Don't Know
all Ministers	1	2	3
all Ministers and their advisers	1	2	3
a smaller group of senior Ministers	1	2	3
the top public servants from each government department	1	2	3
the government and opposition leaders from the Senate and the House of Representatives	1	2	3
federal Ministers and state Premiers	1	2	3

F5 The Deputy Prime Minister is ...

- 1 John Hewson
- 2 Alexander Downer
- 3 Kim Beazley
- 4 Mal Colston
- 5 Tim Fischer
- 6 Cheryl Kernot
- 7 Peter Costello

F6 The Governor-General who sacked the Whitlam Government in 1975 was ...

- 1 Sir John Gorton
- 2 Sir Zelman Cohen
- 3 Sir Garfield Barwick
- 4 Sir John Kerr
- 5 Bill Hayden
- 6 Dr Jim Cairns
- 7 Rex Connor

F7 'Privatisation' means ...

	True	False	Don't Know
the push for individual privacy	1	2	3
the sale of public assets into private ownership	1	2	3
incentives for private health insurance	1	2	3
government takeover of private companies	1	2	3
support for parents to place their children in private schools	1	2	3

F8 The 'Mabo decision' of the High Court ...

	True	False	Don't Know
guaranteed land rights to all Australian Aborigines	1	2	3
ruled that Australia wasn't just empty land before white settlement	1	2	3
guaranteed security of possession for farmers	1	2	3
gave back land to some tribal Aborigines	1	2	3
confirmed that Australian Aborigines did own the land before white settlement	1	2	3
ruled that the Federal Government should provide funding to purchase land for Australian Aborigines	1	2	3
established a treaty between the Government and Australian Aborigines	1	2	3

Thank you again for your assistance with this survey.

**Please return this survey to the University of Tasmania
staff person who distributed it.**

APPENDIX B

SITE ANALYSIS & INTERVIEW QUESTIONS

Historical and Geographical Context of the School

(a) Brief History (When established, By whom, Major historical changes to structure)

(b) Geographic Setting: (Location, proximity to feeder community, access to support services educational and community)

Demographics of Community and District

- (a) Description of School Population: (rural/urban, co-ed/single sex, grades K - 10, K -12, 7 -10, needs index, number of students on assistance schemes)
- (b) Description of Community and District (number/type of schools in the community, use of transport, levels of employment)

Physical Environment

- (a) **Physical Structure:** (Size, age, style of buildings, easy access for all students)

School Organisational Structure

- (a) **Curriculum Organisation** (How the school is organised - block timetable, cyclic timetable, subject orientations, room allocation)
- (b) **Organisational Structure** (How the school is managed - senior staff, teams, relationships between groups)

Inventory of Structures for Involvement in School Activities

Students	Teachers	Parents	Community
SRC	Staff Meetings	P & F Assoc	Old Scholars
Sports e.g. Executive Team member	Committees or Program Teams e.g. Priorities Finance Curriculum	Sub-committees of P & F e.g. Fund-raising Projects Canteen	Past Parent Groups
Activity Groups e.g. Debating Socratic Club Enterprise Projects	Staff Association	School Council e.g. Executive Finance Projects Canteen	Former staff groups
School Council e.g. Representative Sub-committees	School Council e.g. Representative Sub-committees	State Parent bodies	Board or Council
Prefects	School Executive	School Board of Management	School Trust
Community Organisations e.g. Red Cross Duke of Edinburgh Award	External Education Committees e.g. Professional Assoc. Subject Assoc. TCE Moderator	Sporting Organisations e.g. Rowing Soccer	

Document Summary Form

Name or Description of Document:

Key People involved:

Significance or importance of the document:

Summary of contents:

Evidence of:

Membership & Identity:
Entitlement:
Framing Interests:
Political Understandings:
Civic Virtue:
Civic Agency:
Civic Attachment & Allegiance:

Interview Outline - Principal

1. **What school management practices do you think give a sense of membership and identity to the school community?** (Prompts: Opportunities for community involvement, multiple roles and actors in decision-making)
2. **Do you feel the school provides clear avenues for all to participate in school decision-making?** (Prompts: How do people express a point of view? What opportunities for students' decision-making?)
3. **Can you tell me about what opportunities there are for a variety of people to be represented in the plans and projects of the school?** (Prompts: What forums for discussion by staff, students, parents? Decision-making processes known to all?)
4. **Do you feel that the school community generally understand how the school functions politically both internally and externally?** (Prompts: Is the management structure clear to them? How is this communicated?)
5. **If we think about a school embodying and modelling civic virtues, how does this school act virtuously within its community? in the wider community?** (Prompts: Civic virtues such as justice, tolerance, etc., Participation in charities?)
6. **Does the school have its interests represented in the political sphere?** (Prompts: writes to politicians, parent lobby groups, district office support)
7. **How do you get the school community to feel attachment and allegiance to this school?** (Prompts: reunions, open days, marketing and promotion of its activities)

Interview Outline - Assistant or Deputy Principal

1. Do you think the staff here have a clear sense of **membership of this school?** (Prompts: Activities to foster staff unity e.g. team building, social functions, high morale amongst staff)
2. Think about the role the school plays in this community, does it participate in any community events? Is the school a 'good neighbour'? (Prompts: loans facilities, shares personnel, equipment; participates in such things as visiting aged)
3. How do you see that all members of the school **community can participate in decision-making?** (Clear lines of communication, open door policy, consultative practices, procedures known to members of the school community)
4. Do you think this school has clearly articulated its **purpose and direction to the school community?** (Prompts: mission statement, goals shared and owned by school community)
5. Can you give me some examples of how students here might participate in civic affairs both at school and the **community level?** (Prompts: Youth Parliament, leadership roles in the school)
6. Do you feel that the school explicitly champions notions of **integrity, courage, fairness etc.?** (Prompts: When? Assemblies, How? Newsletter, By whom? Staff, Principal, chaplain.)
7. Do you think this school can be viewed as an agent for **change?** (Prompts: Examples of staff as innovators of improved practice, action research? Examples of people working in teams to get thing achieved?)
8. Can you give me some examples of school practices that give all its members a sense of **attachment and allegiance?** (Prompts: Assemblies celebrating the corporate life of the school, representation as a school member to community functions)
9. Do you think this school has a responsibility to the **local community and that it should serve some of its needs?** (Prompts: Participate in community events, visit the aged, hospitals, charities)

Interview Outline - Parents & Friends and/or School Council Representatives

1. Do you feel you have a real sense of membership of this school? (Prompts: Activities to foster unity e.g. team building, social functions, high morale amongst parents, students)
2. Can you tell me about what opportunities there are for a variety of people to be represented in the plans and projects of the school? (Prompts: What forums for discussion by staff, students, parents? Decision-making processes known to all?)
3. Do you feel that a wide range of members of this school community can participate in school decision-making? (Clear lines of communication, open door policy, consultative practices, procedures known to members of the school community)
4. Do you think this school has clearly articulated its purpose and direction to the school community? (Prompts: mission statement, goals shared and owned by school community)
5. Do you feel that the school explicitly champions notions of integrity, courage, fairness etc.? (Prompts: When? Assemblies, How? Newsletter, By whom? Staff, Principal, chaplain.)
6. How do you think its possible for you as a parent to get something changed in this school? (Prompts: Relate recent examples)
7. Do you feel the school practices give all its members a sense of attachment and allegiance? (Prompts: Can you think of examples?)
8. Do you think this school has a responsibility to the local community and that it should serve some of its needs? (Prompts: Participate in community events)

Interview Outline - SOSE Co-ordinator

1. **Generally speaking, do you feel that this school provides a caring and secure environment for students? Do you feel successes are celebrated? A sense of pride in acknowledging students' achievement?**(Prompts: Teachers positive towards students, students' interests known and responded to by staff, use of inclusive language "We" "Our class".)
2. **Do you think that the teaching practices allow students to participate in choices about their learning?** (Prompts: evidence of negotiated curriculum/learning, students are actively involved and responsible for their own learning, opportunities for student feedback to staff, participative or negotiable assessment.)
3. **Do you feel students are able to clearly express their interests and needs?** (Prompts: Teachers know their students and help them achieve goals, students given opportunities to articulate their needs, deliberate, debate, discuss.)
4. **Can I ask you particularly about teaching practices which foster student's political understandings?** (Prompts: Deliberative practices in class activities, practical experiences and observations of government, programs to improve student's political literacy.)
5. **Do you feel that teachers in this school model a broad range of civic and civil virtues?** (Prompt: Participate in voluntary work, demonstrate civil virtues - equity, tolerance, fairness, co-operation.)
6. **Do teachers at this school provide learning opportunities which teach skills necessary for civic participation?** (Prompts: Teaching practices that include co-operative practices, practical learning experiences in political processes such as voting, elections, opportunities for deliberation.)
7. **Do you feel that the teaching environment here fosters in students a sense of belonging?** (Prompts: Student interactions indicate sense of pride, belonging.)

Focus Group Questions - Staff

1. **Tell me about how you might give students in your class(or the school as a whole) a sense of membership?** (Prompts: School/class rules, inclusive language, practices to make students feel they belong.)
2. **Generally speaking, do you feel that this school provides a caring and secure environment for students? Do you feel successes are celebrated? A sense of pride in acknowledging students' achievement?**(Prompts: Teachers positive towards students, students' interests known and responded to by staff, use of inclusive language "We" "Our class".)
3. **Do you think that the teaching practices allow students to participate in choices about their learning?** (Prompts: evidence of negotiated curriculum/learning, students are actively involved and responsible for their own learning, opportunities for student feedback to staff, participative or negotiable assessment.)
4. **Do you feel students are able to clearly express their interests and needs?** (Prompts: Teachers know their students and help them achieve goals, students given opportunities to articulate their needs, deliberate, debate, discuss.)
5. **Can I ask you particularly about teaching practices which foster student's political understandings?** (Prompts: Deliberative practices in class activities, practical experiences and observations of government, programs to improve student's political literacy.)
6. **Do you feel that teachers in this school model a broad range of civic and civil virtues?** (Prompt: Participate in voluntary work, demonstrate civil virtues - equity, tolerance, fairness, co-operation.)
7. **Do teachers at this school provide learning opportunities which teach skills necessary for civic participation?** (Prompts: Teaching practices that include co-operative practices, practical learning experiences in political processes such as voting, elections, opportunities for deliberation.)
8. **Do you feel that the teaching environment here fosters in students a sense of belonging?** (Prompts: Student interactions indicate sense of pride, belonging.)

Focus Group Questions - Parents

1. Do you feel you have a real sense of membership of this school? (Prompts: Activities to foster unity e.g. team building, social functions, high morale amongst parents, students)
2. Can you tell me about what opportunities there are for a variety of people to be represented in the plans and projects of the school? (Prompts: What forums for discussion by staff, students, parents? Decision-making processes known to all?)
3. Do you feel that a wide range of members of this school community can participate in school decision-making? (Clear lines of communication, open door policy, consultative practices, procedures known to members of the school community)
4. Do you think this school has clearly articulated its purpose and direction to the school community? (Prompts: mission statement, goals shared and owned by school community)
5. Do you feel that the school explicitly champions notions of integrity, courage, fairness etc.? (Prompts: When? Assemblies, How? Newsletter, By whom? Staff, Principal, chaplain.)
6. How do you think its possible for you as a parent to get something changed in this school? (Prompts: Relate recent examples)
7. Do you feel the school practices give all its members a sense of attachment and allegiance? (Prompts: Can you think of examples?)
8. Do you think this school has a responsibility to the local community and that it should serve some of its needs? (Prompts: Participate in community events)
9. Focus Questions relating to Student Questionnaire feedback.

Focus Group Questions - Students

1. What do you think constitutes a good citizen?
2. Do you think you will make a good citizen? Why?
3. Were you involved in the decision to attend this school? Why was it chosen?
4. What do you think constitutes a good school? Do you think this is a good school? Why?
5. What values do you think the school upholds?
6. What metaphor do you have for the school?
7. Do you think the teachers provide you with an environment that allows you to participate? Have your say? Help you set your own goals? Negotiate learning? Assessment?
8. Do you feel you are a crucial part of the school community? How do you feel valued? How do you make a contribution?
9. Who has the most influence on your decisions about life-style? school goals?
10. Are you interested in politics? Why? Why not?
11. What makes you not trust people? Who do you trust the most? Why?

Additional Focus Questions relating to Student Questionnaire feedback.

Example of Illustrative Remarks

Domains	Students	Teachers	Parents & Community
Membership & Identity The sense of membership and identity that students, staff and parents have of themselves as citizen members of various communities.			
Entitlement The degree to which the school formally allows participation by its constituents to make decisions, to voice opinions, to express their rights.			
Framing Interests The concepts individuals have of their own interests and well-being, and the practices they develop to achieve and protect these.			
Political Understandings The levels of understandings that individuals have about how our common life operates as a political community.			
Civic Virtue The disposition of individuals to identify and practise a broad range of civic virtues such as justice, civility, respect for persons, tolerance, public service.			
Civic Agency An individual's capacity to participate effectively in a range of civic contexts in the life of the community.			
Civic Attachment and Allegiance The ways in which an individual feels attachment and allegiance to the school, to the local community, and to the wider civic community.			

APPENDIX C

SURVEY DATA ANALYSIS - STUDENTS & PARENTS

SOUTHERN HIGH SCHOOL - STUDENT SURVEY DATA ANALYSIS
(n=151)

A. PERSONAL BACKGROUND.

A1 What is the name of your SCHOOL? SOUTHERN HIGH

A2 How LONG have you attended this school? 63.9% attended for 4 years (12.2% attended less than 2.5 years)

A3 Did you attend another High School before this one?

- 1 No 77.9%
- 2 Yes 22.1%

A4 Are you MALE or FEMALE?

- 1 Female 42.7%
- 2 Male 57.3%

A5 In what YEAR were you born?

- 1980 1.3% 1981 54.0% 1982 44.7%

A6 Would you identify yourself as ...

- 1 Aboriginal 4.3%
- 2 African
- 3 East Asian (eg., Chinese) 1.4%
- 4 South East Asian (eg., Indonesian)
- 5 European or Caucasian 58.9%
- 6 Pacific Islander 2.1%
- 7 South Asian (eg., Indian) 0.7%
- 8 Torres Strait Islander
- 9 Mixed (Please specify) 6.4%
- 10 Australian 22.0%
- 11 Australian Aboriginal 2.1%
- 12 European Australian 2.1%

A7 Where were you BORN? And your parents?

	You	Your Mother	Your Father
Australia	95.3%	78.7%	82.7%
England	1.3%	10.0%	6.0%
Scotland		0.7%	2.0%
Italy			
Greece		1.3%	0.7%
New Zealand	1.3%	1.3%	2.0%
Vietnam			0.7%
Other (Please specify)	2.0%	6.7%	4.0%
.....			
Don't know		1.3%	2.0%

B. INVOLVEMENTS AND ATTACHMENTS.

B1 Do you belong to a GROUP of close friends?

- 1 Yes 86.9%
2 No 13.1%

B2 How many FRIENDS did you spend time with over the past week? 0-5 = 23.0%; 6-10 = 14.6%; 11-15 = 13.9%; 16-20 = 16.9%

B3 Indicate roughly the number of HOURS you spent with your FRIENDS in the last week (not including time at school).

	0 hours	1 - 4 hours	5 - 8 hours	> 9 hours
watching TV	50.3%	31.1%	3.4%	6.8%
talking on the phone	23.0%	61.5%	2.7%	5.4%
talking	23.1%	37.4%	10.2%	19.0%
playing sport	39.2%	37.2%	8.7%	6.1%
watching videos	62.8%	32.5%	1.3%	0.7%
shopping	62.2%	30.4%	2.7%	2.0%
hanging around town	58.1%	31.8%	6.1%	2.0%
casual activities (eg roller-blading)	45.9%	31.8%	5.4%	13.5%
at home	47.3%	29.7%	8.8%	10.8%
on the Internet	87.2%	10.8%	1.4%	0.7%
playing games	61.5%	29.0%	3.4%	2.0%
listening to music	39.2%	40.5%	5.4%	6.1%
eating	33.1%	51.4%	4.8%	4.7%

B4 How close - how emotionally attached - do you feel to

	Very Close	Close	Not particularly close	Not close at all	Not Applicable
Your family	48.3%	34.4%	13.9%	2.6%	0.7%
Your friends	32.2%	50.3%	14.1%	2.0%	1.3%
Your school	1.3%	16.7%	40.7%	31.3%	10.0%
Your church	13.2%	2.8%	5.6%	9.7%	68.8%
Your neighbourhood	0.7%	20.9%	33.1%	28.4%	16.9%
Your town or city	2.7%	19.3%	31.3%	33.3%	13.3%
Your state	5.3%	25.3%	32.0%	24.7%	12.7%
Australia	9.3%	30.7%	26.7%	22.7%	10.7%

B5 Here is a list of common types of organised GROUPS that young people might belong to. Please circle the KIND OF INVOLVEMENT you have had in any of these groups during the PAST MONTH or so, and the TOTAL NUMBER OF HOURS it took. If you were not involved in a particular kind of group, skip to the next line.

	No. of Students	Going to Meetings	Raising Funds	Hands on Work	Committee Member	Organising	Other	Total Hours Last Month
Church related groups	25	48.0%		4.0%	4.0%		24.0%	<10 = 54.2%
Environmental groups	5	20.0%		40.0%			40.0%	<10 = 83.3%
Sporting clubs (not including <i>playing</i> sport)	36	11.1%	8.3%	25.0%		2.8%	33.3%	<10 = 81.8%
Music, art, literary or drama groups	21	33.3%		23.8%			23.8%	<10 = 82.6%
Hobby or craft groups	16	25.0%	6.3%	18.8%		6.3%	18.7%	<10 = 86.7%
Service organisations eg Red Cross,	7		57.1%	14.3%		14.3%	14.3%	<10 = 83.3%
Youth Groups (eg Scouts)	13	46.2%	7.7%				46.2%	<10 = 70.6%
Internet groups	6	16.7%					83.3%	<10 = 100%
Other (please specify)	13	20.0%	20.0%				60.0%	<10 = 60.0%

DON'T FORGET THE 'TOTAL HOURS' COLUMN! If no involvement in any of these groups or organisations, please go to question B7.

B6 For the group listed in B5 that took up the MOST TIME, how well does each of the following reasons explain your involvement?

	Very Important	Important	Unimportant	Not Applicable
Personal / family involvement	20.5%	43.4%	20.5%	15.7%
To do something worthwhile	25.3%	53.0%	13.3%	8.4%
Felt obliged	8.1%	18.9%	47.3%	25.7%
Personal satisfaction	43.8%	32.5%	16.3%	7.5%
To learn new skills	43.2%	40.7%	7.4%	8.6%
Religious beliefs	13.9%	12.7%	12.7%	60.8%
Social contact	34.6%	35.8%	21.0%	8.6%
Help others	25.6%	42.7%	14.6%	17.1%
To be active	43.9%	37.8%	7.3%	11.0%
To gain work experience	26.3%	26.3%	16.3%	31.3%
Supporting a cause I believe in	21.3%	22.5%	25.0%	31.3%
Building confidence	32.9%	50.6%	6.3%	10.1%
Fun, enjoyment	73.3%	18.6%	2.3%	5.8%
To develop valuable networks	16.9%	29.9%	26.0%	27.3%

B7 HOW IMPORTANT is it that you see YOURSELF as someone who ...

	Very Important	Important	Unimportant
comes from a particular city, town or region (eg Hobart)	5.4%	34.2%	60.4%
comes from a particular neighbourhood (eg Ravenswood, Tarooma)	4.7%	29.5%	65.8%
supports a sporting club	18.9%	27.0%	54.1%
belongs to a particular social class (eg middle class, working class)	5.4%	29.3%	65.3%
comes from a particular state (eg Tas, NSW)	13.5%	34.5%	52.0%
has a particular political preference (eg Labor, Green, Democrat, Liberal)	2.0%	10.2%	87.8%
has a particular ethnic background (eg Polish, Vietnamese)	6.3%	16.0%	77.8%
has a particular religion (eg Christian, Muslim)	15.8%	10.3%	74.0%
has rights	48.3%	38.1%	13.6%
has a good character	48.6%	37.2%	14.2%
is of a particular age group (eg young person)	17.5%	44.1%	38.5%
is an Australian	33.3%	36.1%	30.6%
has a good education	47.3%	39.9%	12.8%
is a citizen	25.5%	43.4%	31.0%
is a member of a particular family	32.6%	30.6%	36.8%
is a member of a particular group of teenagers (eg the Gothics, the Skegs, the Nerds)	19.3%	26.2%	54.5%

C. YOUR FUTURE.

**C1 How important are the following to your PERSONAL WELL-BEING,
now and in the future?**

	Very Important	Important	Unimportant
Having friends	83.2%	16.1%	0.7%
Having a good marriage	67.3%	22.7%	10.0%
Having kids	32.7%	39.5%	27.9%
Having a girlfriend or boyfriend	38.8%	48.3%	12.9%
Going to university	36.5%	39.9%	23.6%
Going to TAFE	27.9%	40.8%	31.3%
Getting into a trade as soon as possible	28.2%	40.9%	30.9%
Having a high status profession	29.3%	41.5%	29.3%
Working in a job that interests you	83.3%	14.7%	2.0%
Making lots of money	34.5%	47.3%	18.2%
Not getting tied down into a long-term relationship too early	25.2%	42.9%	32.0%
Being able to participate in sports	49.0%	31.3%	19.7%

Living in a community that cares about the environment	25.5%	53.8%	20.7%
Having rights	61.1%	33.6%	5.4%
Being healthy	70.9%	23.6%	5.4%
Being involved in politics	2.7%	15.1%	82.2%
Being involved in community service	5.4%	36.1%	58.5%
Living in a caring community	20.8%	62.4%	16.8%
Participating in decisions about your community	12.2%	48.0%	39.9%
Living life according to your religious faith	14.9%	16.2%	68.9%
Being able to choose for yourself	74.5%	22.1%	3.4%
Living in a society that believes in a fair go for all	48.3%	39.5%	12.2%
Living in a democracy	24.3%	40.7%	35.0%
Having time to read and reflect	24.8%	49.7%	25.5%
Your physical appearance	23.0%	53.4%	23.6%
Trying to change the world you live in	23.1%	46.3%	30.6%

C2 How LIKELY it is that you will attain the GOALS that you think are important for your well-being?

CAREER GOALS

1	Very likely	33.1%
2	Likely	53.1%
3	Unlikely	11.7%
4	Very Unlikely	2.1%

LIFESTYLE GOALS

1	Very Likely	29.9%
2	Likely	61.8%
3	Unlikely	6.3%
4	Very Unlikely	2.1%

C3 WHEN do you plan to LEAVE school?

1	At the end of Year 10	8.7%
2	At the end of Year 11	2.7%
3	At the end of Year 12	61.3%
4	Don't know	27.3%

C4 In the year AFTER leaving school, what do you plan to do?

1	Go to a TAFE College	11.6%
2	Go to University	32.7%
3	Work full time, no further training	3.4%
4	Work full time, part time training	12.9%
5	Apprenticeship	12.9%
6	Other	17.0%
7	Don't know	9.5%

C5 What do your PARENTS want you to do after leaving school?

	Mother	Father
Go to a TAFE College	16.0%	11.1%
Go to University	28.5%	31.3%
Work full time, no further training	2.1%	2.8%
Work full time, part time training	4.9%	2.8%
Apprenticeship	7.6%	9.0%
Other	16.7%	16.0%
Don' know	24.3%	27.1%

C6 How CONFIDENT are you of finding a job when you complete your studies?

1	Very confident	24.0%
2	Fairly confident	52.0%
3	Unsure	22.0%
4	Not confident	2.0%

C7 In your thinking about what to do after Year 10, who or what has been most important in influencing your choice? And second most important? And third most important? (Use letters below)

	1st	2nd	3rd
a friends	12.0%	23.2%	18.5%
b teachers	3.3%	7.3%	8.6%
c parents	46.7%	21.9%	8.6%
d Careers information	10.0%	12.6%	13.2%
f news stories	0.7%	0.7%	1.3%
g TV programs	1.3%	4.0%	5.3%
h brothers/sisters	2.0%	9.3%	7.3%
i relatives	2.0%	9.9%	12.6%
j minister/priest etc.	0.7%	0	3.3%
k counsellor	0	1.3%	0
l famous people	3.7%	0	0
m no one	16.0%	4.6%	14.6%

What have been the most important influences:

First most important **parents**

Second most important **friends**

Third most important **friends**

C8 How important have the following REASONS been in your thinking about which CAREER to choose:

	Very Important	Important	Unimportant
a to serve God	13.3%	11.2%	75.5%
b to make good money quickly	21.4%	53.1%	25.5%
c to make lots of money in the future	34.7%	44.9%	20.4%

d	to do something that is socially valuable	23.8%	53.1%	23.1%
e	to have high social status and prestige	17.9%	44.8%	37.2%
f	to have power	17.9%	29.0%	53.1%
g	to keep your options open	46.2%	44.1%	9.7%
h	to do interesting work	78.5%	20.1%	1.3%
i	to help the disadvantaged	18.1%	49.3%	32.6%
j	to get out of school as soon as possible	10.3%	17.2%	72.4%
k	to help your family financially	26.5%	42.2%	31.3%
l	to become famous	7.7%	20.4%	71.8%
m	Other	50.0%		50.0%

What have been the three most important reasons (use letters above)

First most important	<i>doing interesting work</i>	39.1%
Second most important	<i>doing interesting work</i>	19.2%
Third most important	<i>making lots of money</i>	13.2%

C9 How important are each of the following to your SELF IMAGE?

	Very Important	Important	Unimportant
a being known as someone who is "cool"	8.1%	38.3%	53.7%
b being known as someone who wears 'trendy' clothes	10.0%	32.0%	58.0%
c being known as someone attractive to the opposite sex	21.8%	35.4%	42.9%
d being known as someone who is up to date with the music scene	14.3%	34.0%	51.7%
e being known as someone who is your own person	59.1%	32.9%	8.1%
f being known as someone who runs risks with the law	5.4%	5.4%	89.1%
f being known as someone who is a "brain"	3.3%	41.3%	55.3%
g being known as someone who is a good mate	71.8%	22.1%	6.0%
h being known as someone who plays fair	60.4%	34.9%	4.7%
i being known as someone whose parents are well off	4.1%	29.5%	66.4%
j being known as someone who puts others first	45.6%	45.0%	9.4%
k being known as someone who doesn't give a damn	10.7%	8.7%	80.5%

What are the three most important aspects of your self image (use letters above)

First most important	<i>being known as a good mate</i>	35.3%
Second most important	<i>being known as a good mate</i>	29.3%
Third most important	<i>puts others first</i>	22.0%

C10 Who or what has the MOST INFLUENCE on YOUR decisions about

	parents	friends	brother and sisters	mags/ n'paper	TV	teacher	school texts	minist/ priest	no one
your weight, and what you eat	31.0%	10.6%	1.4%	4.2%	0.7%		1.4%	0.7%	50.0%
what you do in your leisure time	10.4%	45.1%	1.4%	0.7%	3.5%		0.7%	0.7%	37.5%
smoking	24.5%	17.3%	1.4%	1.4%	2.2%	0.7%			52.5%
playing sport	21.8%	34.5%	1.4%	0.7%	0.7%	0.7%	0.7%	0.7%	38.7%
sexual activity	10.7%	22.9%	1.4%	1.4%	2.1%	0.7%			60.7%
doing part-time work	47.5%	7.1%	0.7%	0.7%	1.4%	0.4%		0.7%	41.8%
drugs	22.3%	20.9%	2.9%	0.7%	3.6%	0.7%			48.9%
alcohol	21.3%	26.2%	2.8%	0.7%	2.8%				46.1%

D. SOCIAL AND POLITICAL ATTITUDES.

D1 Here are some opinions about life in Australia. Please indicate how much you AGREE or DISAGREE with each statement

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Don't Care
Stronger measures should be taken to protect the environment	30.0%	49.3 %	2.7%	0.7%	6.7%	10.7%
People with good ideas are not supported enough in Australia	26.0%	38.0 %	10.7%	0.7%	18.7%	6.0%
Income/ wealth should be more evenly distributed	21.2%	39.1 %	9.3%	4.6%	15.9%	9.9%
Government interferes with individual rights too much	25.3%	34.9 %	14.4%	1.4%	18.5%	5.5%
Governments don't spend enough money on youth welfare	32.2%	34.9 %	12.1%	1.3%	12.8%	6.7%
A mix of people from different cultures is a good thing for Australia	16.8%	36.9 %	14.8%	8.7%	11.4%	11.4%
Anybody in Australia can get ahead if they make the effort	29.1%	39.9 %	16.2%	1.4%	6.8%	6.8%
Most people in Australia don't have a real say about how the country is run	23.0%	38.5 %	17.6%	2.0%	9.5%	9.5%
Powerful interest groups rather than the government run the country	5.3%	15.3 %	30.7%	8.0%	30.0%	10.7%
Homosexual acts between consenting adults should be illegal	20.7%	11.3 %	22.0%	17.3%	8.7%	20.0%
Low-cost government is more important than democratic government	2.1%	10.3 %	15.9%	6.2%	48.3%	17.2%
Efficient government is more important than democratic government	6.3%	19.4 %	11.8%	0.7%	43.1%	18.8%
Trade unions have too much power in Australia	9.0%	14.5 %	13.1%	2.1%	47.6%	13.8%
Australia has too much Asian immigration	21.1%	29.9 %	15.0%	10.9%	11.6%	11.6%
Aboriginal land rights should be protected	13.9%	37.7 %	13.2%	9.9%	11.9%	13.2%

Abortion should be available on demand	16.3%	25.2 %	15.6%	10.2%	15.0%	17.7%
The Australian flag should be changed	16.9%	11.5 %	20.3%	16.2%	8.8%	26.4%
Australia should retain the monarchy	2.7%	12.3 %	17.1%	13.0%	26.0%	28.8%
The government should spend more to improve conditions for Aborigines	8.2%	25.2 %	17.0%	11.6%	20.4%	17.7%
Unemployment benefits in Australia are too low	21.9%	22.6 %	15.8%	4.1%	24.7%	11.0%
The majority in a democracy should get its way	4.7%	20.3 %	10.8%	4.7%	37.2%	22.3%

D2 In general, how INTERESTED are you in

	Very interested	Somewhat interested	Not really interested	Not at all interested
school	19.5%	53.7%	14.8%	12.1%
playing sport	50.7%	27.7%	14.2%	7.4%
watching sport	30.4%	26.4%	23.6%	19.6%
listening to music	55.4%	33.1%	8.1%	3.4%
playing music	28.4%	23.0%	24.3%	24.3%
politics	2.0%	6.1%	21.6%	70.3%
current affairs	4.1%	32.0%	29.9%	34.0%
reading books	25.5%	32.2%	21.5%	20.8%
friendships	79.9%	15.4%	3.4%	1.3%
hobbies	54.7%	37.8%	2.7%	4.7%

D3 LAST WEEK, how often did you

	Every day	Most days	Some days	Only one day	Not at all
READ about politics	2.0%	8.1%	14.2%	8.8%	66.9%
DISCUSS political matters with other people		4.0%	10.1%	8.1%	77.9%

D4 How many TIMES in the PAST YEAR have you contacted, either by yourself or with others,

a local Council alderman	95.9% = 0 times
a local Council officer	93.2% = 0 times
a State Member of Parliament	96.6% = 0 times
a State Public Servant	97.3% = 0 times
a Federal Member of Parliament	97.3% = 0 times
a Commonwealth Public Servant	96.6% = 0 times

D5 How many TIMES in the PAST YEAR have you ...

written a letter to a newspaper	94.6% = 0 times
phoned a 'talk-back' radio program	87.2% = 0 times (8.1% = once or twice)
participated in a legal protest	94.6% = 0 times
participated in an illegal protest	97.3% = 0 times
attended a public meeting	84.5% = 0 times (12.9% = once or twice)
signed a petition	53.7% = 0 times (36.0% = once or twice)

D6 How many TIMES in the PAST YEAR have you ...

participated in 'one-off' community events
(eg 'Clean up Australia') **55.8% = 0** times (39.5% = once or twice)
participated in fund-raising for a charity or
community group (eg door-knocking) **50.3% = 0** times (43.6% = between 1 and 3 times)
donated your own money to a charity or
community group **43.5% = 0** times (49.7% = between 1 and 5 times)

D7 If you did NOT do any of the things mentioned in D4, D5 or D6, how important are the following reasons in explaining why not?

	Very Important	Important	Not Important
Not interested	21.1%	38.6%	40.4%
People should take care of themselves	17.9%	41.1%	41.1%
Other people have more to offer than me	8.9%	37.5%	53.6%
Don't have the necessary skills	16.1%	33.9%	50.0%
Haven't felt strongly about any issues	17.9%	46.4%	35.7%
Never thought about it	21.4%	44.6%	33.9%
Lacking in confidence	18.2%	34.5%	47.3%
Boring	20.0%	36.4%	43.6%
Never been asked	25.5%	43.6%	30.9%
Too busy	32.7%	36.4%	30.9%
Too young	23.6%	32.7%	43.6%
Too shy	20.0%	25.5%	54.5%
It's pointless	16.4%	27.3%	56.4%
Other (please specify)	16.7%	25.0%	58.3%

D8 If there were a federal election tomorrow and you were permitted to vote, which POLITICAL PARTY would you VOTE for? (Circle one)

- | | | |
|---|----------------------------|--------------|
| 1 | The Liberal Party | 16.3% |
| 2 | The National Party | 0.7% |
| 3 | The Australian Labor Party | 20.4% |
| 4 | The Australian Democrats | 5.4% |
| 5 | The Australian Greens | 15.0% |
| 6 | Other | 2.0% |
| 7 | Don't know | 39.5% |

D9 How do you see the following? As personal issues? As community issues? As political issues? Circle more than one number in each row if necessary.
(Respondents frequently indicated mixed preferences i.e. by linking Personal and Community issues. Results indicate the responses in the three main categories only, and thus not a full percentage is recorded here.)

	Personal issue	Community issue	Political issue
too few jobs	6.9%	22.1%	44.8%
restrictions on uranium mining	3.7%	25.4%	62.7%
people being able to own their own homes	41.3%	21.7%	24.6%
the salaries paid to teachers	4.4%	34.5%	56.2%
more Landcare projects	2.8%	59.9%	23.2%
changes to Social Security rules	3.7%	28.7%	53.7%
people having someone who will listen to their problems	53.6%	28.3%	7.2%
choice of school subjects	78.9%	8.5%	5.6%

watching R-rated movies	74.8%	9.8%	11.9%
sale of Metro bus service	6.4%	33.6%	46.4%
the amount of tax people pay	6.5%	17.4%	64.5%
restrictions on wage increases	10.4%	17.9%	59.7%
being able to go anywhere in Tasmania without worrying about my safety	41.6%	21.9%	18.2%
unemployment	10.8%	16.5%	44.6%
being paid a decent wage	27.3%	28.8%	33.8%
housing interest rates	14.0%	19.9%	52.9%
waiting lists for hospital surgery	8.8%	34.6%	43.4%
class sizes in Tasmanian schools	10.7%	30.0%	45.7%
having to work for the dole	18.8%	19.6%	43.5%
funding for important government programs	5.0%	22.3%	59.0%
changes to curriculum	6.9%	40.5%	41.2%
bus fares and schedules	11.8%	45.6%	24.3%
censorship	20.8%	20.8%	43.8%
elected representatives who know what people want	11.3%	34.6%	35.3%
fewer nuclear weapons	10.1%	11.6%	61.6%
the sale of part of Telstra	6.5%	18.1%	63.8%
changes to numbers of police officers in Tasmania	5.1%	35.8%	41.6%

D10 To what extent do you AGREE or DISAGREE with each of the following statements about POLITICS?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Politics				
is the Prime Minister and the Leader of the Opposition shouting at each other in Parliament	17.4%	47.8%	21.7%	13.0%
is the way a democratic community solves its problems	7.3%	51.1%	27.7%	13.9%
is the way citizens in a democracy hold members of Parliament accountable	6.1%	46.6%	32.8%	14.5%
is what political parties do	17.3%	49.6%	20.3%	12.8%
is what the Government does	16.7%	51.5%	20.5%	11.4%
is about compromising	17.3%	44.4%	29.3%	9.0%
has nothing to do with me	36.8%	22.8%	28.7%	11.8%
is boring and uninteresting	43.5%	29.0%	21.0%	6.5%
is necessary to promote the good of the community	14.4%	43.9%	29.5%	12.1%
protects the interests of the rich and powerful	21.1%	33.8%	27.8%	17.3%
is a forum for windbags and big-mouths	31.1%	37.9%	19.7%	11.4%
does nothing to help ordinary people to improve their lives	28.4%	29.9%	28.4%	13.4%

D11 To what extent do you AGREE or DISAGREE with each of the following statements about POLITICIANS?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Politicians				
seek election because they want to help their communities	10.3%	39.7%	31.6%	18.4%
are usually capable people	8.8%	55.9%	21.3%	14.0%
are controlled by powerful interest groups	12.8%	36.1%	37.6%	13.5%
seek the opinions of the people in their electorate	8.3%	39.8%	36.8%	15.0%
follow the agreed policies of their political parties	5.2%	31.3%	44.0%	19.4%
seem to enjoy disagreeing with each other	28.0%	37.9%	23.5%	10.6%
help people who are in difficulty with the public service	5.2%	23.9%	49.3%	21.6%
are just like the rest of us	9.7%	31.3%	34.3%	24.6%
are difficult to make contact with	22.5%	45.0%	20.2%	12.4%
exploit their position for financial gain	28.5%	39.2%	23.1%	9.2%
put popularity ahead of being effective	26.9%	39.2%	23.1%	10.8%
do a lot of research to find the best ideas	7.5%	24.8%	45.9%	21.8%
aren't paid enough	5.1%	7.4%	29.4%	58.1%

D12 How strongly do you AGREE OR DISAGREE with each of the following descriptions of the Australian ECONOMY?

The Australian economy ...	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
has declining job opportunities for young people	41.3%	39.1%	5.1%	1.4%	13.0%
has expanding job opportunities for people with education	12.2%	44.6%	19.4%	4.3%	19.4%
has expanding job opportunities for those who know the right people	16.8%	40.1%	21.9%	2.2%	19.0%
is rigged so that the rich get richer	18.0%	29.5%	22.3%	9.4%	20.9%
is rigged so that ordinary people can't get ahead	14.1%	25.2%	31.1%	5.9%	23.7%
is dominated by big companies	22.6%	35.8%	14.6%	2.2%	24.8%
is powerless against global economic pressures	8.0%	29.7%	23.9%	7.2%	31.2%
has a great future	8.7%	26.1%	23.2%	10.1%	31.9%

D13 In some countries, there are people with CONFLICTING INTERESTS. In your opinion, how DEEP are the conflicts between the following people in Australia?

	No conflict	Some conflict	Deep conflict	Very deep conflict
Smokers and non-smokers	20.5%	56.8%	13.0%	9.6%

Poor people and rich people	13.8%	48.3%	21.4%	16.6%
Developers and conservationists	10.9%	33.3%	34.1%	21.7%
People who believe in God and those who don't	17.1%	51.4%	12.1%	19.3%
The working class and the middle class	34.0%	35.4%	12.8%	7.8%
Management and employees	21.6%	53.2%	18.7%	6.5%
Young people and adults	13.2%	42.7%	23.8%	22.4%
People born in Australia and immigrants	12.0%	35.2%	28.2%	24.6%
Country people and city people	36.4%	44.1%	12.6%	7.0%
Aborigines and other Australians	10.6%	44.4%	23.9%	21.1%

D14 Which SOCIAL CLASS would you say you belong to?

1	Upper class	6.7%
2	Middle class	56.7%
3	Working class	26.1%
4	None	10.4%

D15 Who or what do you think has MOST INFLUENCED your views about SOCIAL AND POLITICAL ISSUES? The second most influence? And third? (PLEASE USE LETTERS BELOW)

	1st	2nd	3rd
a Parents	49.0%	14.0%	9.3%
b Teachers	7.9%	13.3%	6.6%
c School	3.3%	9.3%	13.2%
d Friends	5.3%	16.0%	12.6%
e Books	1.3%	1.3%	1.3%
f TV newstories / documentaries	14.6%	14.7%	10.6%
g Priest/ Minister	0.7%	0	0.7%
h Religion	2.6%	4.0%	2.0%
i Newspapers/Magazines	6.6%	9.3%	11.9%
j Brothers, sisters	0.7%	2.7%	4.6%
k Other Adults	0	4.7%	13.9%
l Music	0.7%	2.7%	2.0%
m Movies, videos	1.3%	0.7%	3.3%

First most important influence	parents	49.0%
Second most important influence	friends	16.0%
Third most important influence	other adults	13.9%

D16 There are times when we need the support of other people to live our lives. How would you go about doing any of the following?

	Do it myself	Ask a friend or relative to help me	Ask a counsellor, adviser or coach	Get a group of people to help me	Find an organisation that could help
work out what to do with my life	55.8%	40.8%	2.0%	0	1.4%
work out right from wrong	65.3%	32.0%	2.0%	0.7%	0
try to change something happening at school	36.4%	27.3%	11.2%	19.6%	5.6%
try to change something in your local community	25.4%	10.6%	4.2%	38.0%	21.8%
try to change something in society	17.6%	8.5%	4.9%	25.4%	43.7%
work out what to do with your leisure time	82.6%	14.6%	0	2.8%	0
work out what career to choose	64.6%	25.7%	6.9%	0	2.8%

E. TRUST.

E1 On the whole, how often can most people be TRUSTED?

1	Always	1.6%
2	Mostly	30.9%
3	Often	25.2%
4	Sometimes	30.1%
5	Seldom	7.3%
6	Never	4.9%

E2 How often can you TRUST each of the following to act in your best interests?

	Always	Mostly	Sometimes	Rarely	Never	Not Applicable
Your parents	51.7%	31.8%	8.6%	1.3%	6.0%	0.7%
Your friends	12.8%	57.0%	24.8%	1.3%	3.4%	0.7%
Your boyfriend / girlfriend	15.8%	30.8%	10.3%	4.1%	4.1%	34.9%
Your school	9.5%	35.1%	25.0%	17.6%	11.5%	1.4%
School counsellor	9.8%	15.4%	9.1%	6.3%	9.8%	49.7%
Your minister/priest	13.9%	9.0%	5.6%	6.3%	5.6%	59.7%
The police	19.6%	30.4%	16.2%	5.4%	11.5%	16.9%
Local councils	2.0%	19.6%	23.0%	17.6%	14.9%	23.0%
The State Government	0.7%	13.8%	22.1%	23.4%	18.6%	21.4%
The Federal Government	1.4%	12.9%	19.0%	25.2%	17.7%	23.8%

E3 How surprised would you be if you trusted these people and they let you down?

	Very Surprised	A bit surprised	Not at all surprised
Your parents	61.6%	25.8%	12.6%
Your friends	37.1%	45.7%	17.2%
Your boyfriend / girlfriend	45.8%	33.6%	20.6%
Your school	19.6%	39.9%	40.5%
School counsellor	30.7%	24.4%	44.9%
Your minister/priest	39.4%	19.7%	40.9%
The police	35.8%	33.8%	30.4%
Local councils	7.6%	36.1%	56.3%
The State Governments	5.7%	24.1%	70.2%
The Federal Government	6.3%	21.8%	71.8%

F. CITIZENSHIP

F1 How IMPORTANT do you think the following are to being an AUSTRALIAN? An Australian is someone who....

		Very Important	Important	Unimportant
a	is committed to a fair go for everyone	45.9%	43.2%	11.0%
b	has the same rights as other Australians	60.7%	30.3%	9.0%
c	is sports minded	16.7%	32.6%	50.7%
d	has a relaxed and comfortable life style	30.6%	46.5%	22.9%
e	has a good character	48.2%	39.0%	12.8%
f	fulfills their responsibilities to others	36.8%	43.8%	19.4%
g	is of British descent	6.9%	15.3%	77.8%
h	has Australian-born parents	14.0%	23.8%	62.2%
i	was born in Australia	20.3%	30.1%	49.7%
j	grew up in Australia	21.4%	40.0%	38.6%
k	swears allegiance or loyalty to Australia	23.4%	38.3%	38.3%
l	speaks English	31.3%	33.3%	35.4%
m	has lived in Australia for most of their life	18.9%	30.8%	50.3%
n	appreciates the Australian environment	41.3%	38.5%	20.3%
o	fits into the Australian way of life	29.8%	45.4%	24.8%
p	is proud of Australia's achievements	35.7%	42.9%	21.4%
q	knows about Australian history	9.8%	42.0%	48.3%
r	supports democratic government	8.6%	26.6%	64.7%
s	has Christian values	11.1%	16.7%	72.2%
t	supports the monarchy	6.4%	22.0%	71.6%
u	knows about the Australian Constitution	7.9%	30.0%	62.1%

**What do you think is the MOST IMPORTANT? And the second and third?
(Please use letters above)**

First most important **same rights as other people 23.3%**
 Second most important **same rights as other people 18.0%**
 Third most important **fulfills their responsibilities to others 10.0%**

**F2 In Australia, when do Australian-born people first become CITIZENS?
(Circle one number only)**

1	As soon as they are born in Australia	72.8%
2	When they turn 18	14.7%
3	When they turn 21	2.2%
4	When they first vote	3.7%
5	When they get a passport	0.7%
6	When they start paying taxes	1.5%
7	When the law regards them as responsible for their actions	4.4%

F3 Do you believe Australians have the following RIGHTS, and how important are they to you?

		Yes	No	Very important	Important	Unimportant
a	The right to vote	95.6%	4.4%	56.3%	32.6%	11.1%
b	The right to a vote that is of equal value to the votes of other people	89.7%	10.3%	52.9%	35.0%	12.1%
c	The right to a fair trial	95.5%	4.5%	65.7%	30.0%	4.3%
d	The right to a decent standard of health care	93.3%	6.7%	64.7%	31.7%	3.6%
e	The right to work	92.6%	7.4%	66.7%	30.5%	2.8%
f	The right to an education	97.8%	2.2%	75.0%	21.4%	3.6%
g	The right to join groups and associations of their choice	91.7%	8.3%	40.7%	47.9%	11.4%
h	The right of free speech	91.7%	8.3%	52.2%	43.5%	4.3%
i	The right to a decent standard of living	93.2%	6.8%	54.3%	41.3%	4.3%
j	The right to join the church of their choice	91.8%	8.2%	40.4%	35.3%	24.3%
k	The right to unrestricted movement within Australia	85.0%	15.0%	36.8%	45.9%	17.3%
l	The right to own property	94.7%	5.3%	59.0%	36.0%	5.0%
m	The right to join the political party of their choice	83.5%	16.5%	29.4%	41.9%	28.7%
n	The right to public safety and protection	92.4%	7.6%	66.4%	26.3%	7.3%
o	The right not to be discriminated against on the grounds of race, gender or ethnicity	83.1%	16.9%	57.8%	28.9%	13.3%
p	The right to belong to a trade union	86.5%	13.5%	33.3%	39.4%	27.3%
q	The right to protest	89.4%	10.6%	43.1%	41.6%	15.3%
r	The right to freedom of information	90.8%	9.2%	42.3%	51.8%	5.8%
s	The right to privacy	95.5%	4.5%	80.6%	15.8%	3.6%

F4 People have different ideas about what a RIGHT is. In your view, a rights is ...

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a	a gift from God	9.4%	14.4%	30.2%	28.1%	18.0%
b	a kind of moral rule to ensure the equality of all citizens	19.7%	46.5%	7.7%	4.9%	21.1%
c	permission or liberty to do as you like	19.7%	39.4%	21.9%	5.1%	13.9%
d	a legal status that can only be granted by the Parliament	5.1%	18.8%	32.6%	21.7%	21.7%
e	a legal status that can only be created by a Constitution	3.6%	13.7%	29.5%	17.3%	36.0%
f	something belonging to all human beings	31.6%	38.2%	7.4%	4.4%	18.4%
g	a kind of duty that the government owes to citizens	12.9%	33.8%	18.7%	7.9%	26.6%
h	a responsibility that citizens have towards each other	18.4%	44.9%	8.8%	5.9%	22.1%
i	a kind of privilege that involves no responsibilities to others	11.1%	19.3%	30.4%	10.4%	28.9%
j	a privilege available only to a few people	5.2%	15.7%	29.1%	26.9%	23.1%
k	a limitation on the power of the government	3.7%	21.5%	27.4%	11.9%	35.6%

F5 Australians have RESPONSIBILITIES as well as rights.

	How important is it that MOST AUSTRALIANS do the following?			How important is it that YOU do the following?		
	Very important	Important	Not important	Very important	Important	Not important
Vote in elections	40.0%	43.4%	16.6%	32.1%	38.2%	29.8%
Obey the laws	60.8%	31.5%	7.7%	55.7%	32.8%	11.5%
Work for a living	45.5%	46.9%	7.7%	53.5%	34.1%	12.4%
Complete at least 10 years of education	32.2%	45.5%	22.4%	55.4%	27.7%	16.9%
Get involved in politics	5.6%	22.4%	72.0%	6.2%	20.0%	73.8%
Become informed about political matters	14.7%	53.1%	32.2%	11.5%	44.6%	43.8%
Do jury duty	10.6%	36.6%	52.8%	13.2%	28.7%	58.1%
Report crime	46.5%	41.7%	11.8%	46.6%	44.3%	9.2%
Respect the rights of others	68.8%	27.0%	4.3%	63.6%	25.8%	10.6%
Pay taxes without cheating	46.2%	35.0%	18.9%	38.3%	39.8%	21.8%
Serve in the Defence Forces	15.5%	30.3%	54.2%	15.9%	35.7%	48.4%
Work hard	37.6%	53.2%	9.2%	44.2%	46.5%	9.3%
Take care of their family	59.2%	34.5%	6.3%	53.8%	33.1%	13.1%
Protest against unjust laws	35.7%	48.6%	15.7%	30.6%	43.5%	25.8%
Respect public property	47.5%	43.9%	8.6%	50.4%	38.6%	11.0%
Respect people from different cultural backgrounds	44.7%	42.6%	12.8%	50.0%	38.6%	11.4%
Treat people equally regardless of colour, race or religion	49.3%	40.1%	10.6%	57.3%	34.4%	8.4%
Treat people equally regardless of gender	50.0%	41.5%	8.5%	55.3%	36.4%	8.3%
Be responsible about one's own health	50.3%	44.1%	5.6%	63.8%	30.0%	6.2%
Help others in distress	45.1%	47.9%	7.0%	48.9%	42.1%	9.0%
Respect and look after the natural environment	48.9%	40.3%	10.8%	52.7%	32.1%	15.3%

F6 On a scale from 1 to 5, how STRONG is

	Very weak	Weak	Neither weak nor strong	Strong	Very Strong
your sense of identity as an Australian	9.1%	7.7%	35.0%	28.7%	19.6%
your sense of belonging to the Australian community	9.2%	6.3%	35.2%	31.7%	17.6%
your sense of responsibility to other Australians	9.2%	8.5%	37.3%	28.2%	16.9%
your sense of attachment to Australia	10.6%	5.7%	36.2%	27.7%	19.9%
your sense of attachment to another country	33.6%	22.1%	25.0%	12.1%	7.1%
your support of democratic government in Australia	33.3%	22.0%	29.1%	11.3%	4.3%
your sense of pride in Australian achievements	11.3%	9.9%	35.5%	24.8%	18.4%
your sense of being an Australian citizen	12.8%	4.3%	29.1%	30.5%	23.4%
your sense that Australia is a place where your rights are protected	10.5%	3.5%	28.7%	29.4%	28.0%

**F7 If your class elected you to REPRESENT them in an important school meeting,
would you see YOUR ROLE as.....
(CIRCLE ONE NUMBER ONLY)**

- 19.1% indicate:** speaking and voting on **only** those issues that your classmates had given you clear instructions about
- 20.6% indicate:** speaking and voting according to your considered judgement of what would be best for your **classmates**, even if they had not given you instructions
- 35.1% indicate:** speaking and voting according to your judgement of what would be best for **everyone** affected by the decision, even if your classmates did not benefit from these decisions
- 8.4% indicate:** speaking and voting according to what you saw was in **your** best interest
- 16.8% indicate:** attending the meeting but only to advise that you wanted **all** your classmates directly involved in the discussion

F8 In general, who should participate in group decision-making?

	Yes Definitely	Yes Probably	Not Sure	Probably Not	Definitely Not
1 Anyone who is likely to be greatly affected by the outcome of the group's decisions	57.6%	20.9%	15.8%	3.6%	2.2%
2 Anyone who may be affected to some degree	23.7%	43.2%	25.9%	3.6%	3.6%
3 Anyone concerned about the impact of the decisions, even if it won't affect them directly	24.1%	32.1%	35.8%	6.6%	1.5%
4 Anyone who is knowledgeable about the issues being discussed, even if it won't affect them directly	26.1%	32.6%	25.4%	12.3%	3.6%
5 Anyone who is skilled at making difficult or important decisions, even if it won't affect them directly	21.2%	32.8%	32.1%	10.2%	3.6%

6 Anyone willing to accept the decisions made by the majority of the group, even if that person is disadvantaged by the decision	21.8%	28.6%	33.8%	10.5%	5.3%
7 Anyone willing to be polite and go along with the 'rules' for discussion accepted by the group	23.0%	28.9%	21.1%	11.1%	5.9%
8 Anyone willing to say what they think rather than just listening	31.6%	25.6%	25.6%	12.0%	5.3%
9 Anyone willing to do some of the work that might arise from the decisions	32.8%	30.6%	27.6%	6.0%	3.0%

F9 All in all ...	Very Good	Good	Average	Poor	Very Poor
... how good a citizen do you think you are?	16.9%	36.6%	41.5%	2.8%	2.1%
... how good a citizen do you think you will be ?	20.6%	47.5%	29.1%	1.4%	1.4%
... how good a citizen are most Australians generally?	6.5%	39.1%	44.9%	5.1%	4.3%

G. SCHOOLING.

G1 What SUBJECTS are you taking this year?

Circle the number for each subject that you are taking. If the exact names of your subjects are not listed, circle a similar subject.

English	Mathematics	Computer Studies	Social Science
1 English 96.7%	3 Mathematics 96.0%	5 Computer Studies 41.1%	7 Social Science 95.4%
2 English As A Second Language 2.0%	4 Mathematics Extended 21.9%	6 Information Processing 31.1%	8 History 15.2%
			9 Geography 11.3%
			10 Aboriginal Studies 4.6%
			11 Religious Studies 6.6%
			12 Child Studies 16.6%
Commerce/ Business	Materials , Design & Technology	Art, Craft & Design	Home Economics
13 Business 15.9%	17 Computer Graphics & Design 33.1%	21 Art 55.0%	25 Foods, Textiles and the Family 11.9%
14 Accounting 7.3%	18 Design in Wood 44.4%	22 Pottery 5.3%	26 Food & The Family 46.4%
15 Legal Studies 6.0%	19 Design in Metal 29.1%	23 Photography 3.3%	27 Textiles & The Family 11.3%
16 Keyboarding 25.8%	20 Design In Plastics 6.6%	24 Other Arts & Crafts 8.6%	

**Languages
Other Than
English**

28 French **1.3%**
 29 Japanese **10.6%**
 30 Indonesian **0.7%**
 31 German **10.6%**
 32 Italian **0.7%**
 33 Latin **3.3%**

Science

34 Science **90.7%**
 35 Science Extended **2.0%**
 35 Electronics **2.6%**
 36 Agricultural Studies **2.0%**

Physical Education

37 Physical Education **35.8%**
 38 Outdoor Education **2.6%**
 39 Sports Science **15.2%**
 40 Physical Recreation **8.6%**
 41 Health **2.0%**

Work Studies

42 Work Studies **1.3%**
 43 Learning Enterprise **1.3%**

Performing Arts

44 Music **25.8%**
 45 Music Instrumental **11.9%**
 46 Speech and Drama **44.4%**
 47 Dance **0.7%**

**G2 Are you a student member of any SCHOOL COMMITTEES or decision making groups?
 (Circle more than one if appropriate)**

1	Student Representative Council	7.3%
2	School Council	2.0%
3	Curriculum Committee	0
4	Sports committee	13.2%
5	Class committee	2.6%
6	Other	4.6%
7	None of these at my school	47.7%

G3 At school

	Well above average	Above average	Average	Below average	Well below average
How would most teachers rate your academic ability?	5.7%	31.2%	56.7%	2.8%	3.5%
How would you rate your academic ability?	7.7%	32.9%	54.5%	3.5%	1.4%
How well are you doing this year at					
English	9.5%	32.7%	53.1%	2.7%	2.0%
Maths	6.1%	31.3%	52.4%	8.2%	2.2%
Science	6.1%	26.5%	58.5%	6.1%	2.7%
SOSE / Social Science / History / Geography	5.5%	27.4%	58.2%	4.1%	4.8%
Your subjects overall	6.2%	40.7%	49.7%	1.4%	2.1%

G4 Would you DESCRIBE yourself as a student who (Circle one option only)

21.2% state: is really interested in what you learn at school and works hard to do well

26.3% state: is really interested but only works moderately hard

32.8% state: is not really interested in what you learn at school but works hard to do well

13.9% state: is not really interested in what you learn at school but goes along with the routines and doesn't make waves

2.9% state: is really turned off by school work and doesn't go along with school routines

2.9% state: Other reasons

G5 In which of the following school-organised activities do you participate?

	Often	Sometimes	Rarely	Never	Not available
Sport	47.4%	20.3%	7.5%	18.0%	6.8%
Community work	2.4%	12.9%	19.4%	47.6%	17.7%
Music, band or orchestra	15.9%	11.1%	11.1%	49.2%	12.7%
Debating	3.3%	7.4%	5.7%	68.0%	15.6%
Drama, theatre, dance, school play	20.3%	19.5%	9.4%	42.2%	8.6%
Activities such as chess, photography	2.5%	9.8%	9.0%	61.5%	17.2%
Peer support	7.4%	12.3%	16.4%	42.6%	21.3%
Cross age tutoring	1.7%	9.9%	8.3%	55.4%	24.8%

G6 In general, how would you rate RELATIONSHIPS between each of the following in your school?

	Very Good	Good	Poor	Very Poor	Don't Know
Among students	19.4%	72.9%	4.9%	2.1%	0.7%
Among teachers	6.3%	73.4%	12.6%	3.5%	4.2%
Teachers and the Principal	14.0%	65.0%	6.3%	7.7%	7.0%
Principal and students	5.0%	55.3%	26.2%	9.2%	4.3%
Principal and parents	7.7%	51.7%	18.9%	7.0%	14.7%
Teachers and students	8.0%	66.7%	15.9%	7.2%	2.2%
Teachers and parents	6.3%	57.6%	19.4%	4.9%	11.8%

G7 How important are the following attributes of an EFFECTIVE TEACHER?

	Very Important	Important	Unimportant
knows the subject matter well	79.5%	17.8%	2.7%
manages discipline well	46.2%	44.8%	9.0%
respects all students in the class	70.1%	26.4%	3.5%
treats students as young adults	65.3%	30.6%	4.2%
is friendly with students	70.8%	23.6%	5.6%
is popular with students	41.7%	43.1%	15.3%
improves learning outcomes	63.9%	31.9%	4.2%
establishes a good working atmosphere	66.4%	28.0%	5.6%
is able to communicate with students	70.8%	25.0%	4.2%
has a good sense of humour	55.9%	37.9%	6.2%

G8 In general, how would you RATE your school on each of the following aspects:

	Very Good	Good	Poor	Very Poor	Don't Know
Teacher interest in students	9.0%	63.4%	17.2%	3.4%	6.9%
Effective discipline	10.3%	64.4%	16.4%	4.1%	4.8%
Student behaviour	6.8%	65.1%	22.6%	2.7%	2.7%
Fair discipline	6.2%	67.6%	15.9%	5.5%	4.8%
School spirit	14.5%	57.2%	15.2%	6.9%	6.2%
Effective teaching	10.4%	69.4%	10.4%	4.9%	4.9%
Teacher respect for students	11.3%	63.1%	14.2%	5.7%	5.7%
Well prepared teachers	16.2%	64.8%	10.6%	2.8%	5.6%
Good working atmosphere	8.3%	72.9%	11.8%	2.8%	4.2%
Teacher professionalism	12.6%	66.4%	11.2%	1.4%	8.4%
Academic program	11.3%	62.7%	11.3%	5.6%	9.2%
Parent-school relations	7.6%	60.7%	18.6%	4.8%	8.3%
A safe place to be	11.3%	69.7%	9.9%	4.9%	4.2%
Supportive school environment	11.1%	66.0%	12.5%	6.3%	4.2%
Wide subject choice	15.4%	59.4%	16.1%	4.9%	4.2%
Responsiveness to student concerns	9.2%	64.1%	18.3%	3.5%	4.9%
Interested, hard working students	10.6%	58.9%	22.0%	2.8%	5.7%
Good facilities	13.3%	58.0%	17.5%	7.0%	4.2%
Effective leadership by the school principal	9.2%	54.9%	19.7%	7.0%	9.2%

G9 In a typical term-week, how many HOURS would you spend on HOMEWORK?

54.0% 4 hours or less; 85.6% 9 hours or less; 97.1% 15 hours per week.

G10	How important to YOU are the following objectives of schooling?			How well does your school ACHIEVE these objectives?		
	Very Important	Important	Not Important	Achieves Well	Achieves Poorly	Not Sure
teach literacy & numeracy	40.2%	43.9%	15.9%	65.2%	7.8%	27.0%
teach people how to get along with each other	36.2%	51.5%	12.3%	46.9%	25.7%	27.4%
develop independent thinking	46.5%	44.9%	8.7%	58.2%	21.8%	20.0%
develop respect for people from different backgrounds	39.1%	47.7%	13.3%	54.9%	20.4%	24.8%
develop employment skills	49.6%	41.2%	9.2%	49.6%	27.4%	23.0%
develop self-discipline	43.8%	43.1%	13.1%	49.1%	27.7%	23.2%
get students into university	28.2%	48.1%	23.7%	43.2%	26.1%	30.6%
develop loyalty to Australia	16.9%	49.2%	33.8%	45.6%	25.4%	28.9%
provide a general education	43.4%	46.5%	10.1%	63.2%	18.4%	18.4%
promote responsible citizenship	26.4%	58.9%	14.7%	43.4%	25.7%	31.0%
develop self-esteem and self-confidence	48.8%	44.1%	7.1%	54.5%	23.2%	22.3%
develop respect for the law	36.7%	49.2%	14.1%	48.2%	27.2%	24.6%
develop respect for authority	31.3%	50.8%	18.0%	46.4%	24.1%	29.5%
keep young people out of trouble	27.9%	56.6%	15.5%	39.8%	36.3%	23.9%
acquire general knowledge	35.4%	53.5%	11.0%	55.8%	20.4%	23.9%
promote religious values	14.2%	34.6%	51.2%	22.9%	32.1%	45.0%

G11 If a Student Council didn't have enough funds for a particular school activity to benefit everyone, which would be the BEST WAY to decide how to distribute the funds? PLEASE CIRCLE ONE ONLY.

- 47.4% believe that: All students should debate and agree on how to share
- 6.7% believe that: An "umpire" should be asked to decide between competing suggestions
- 40.0% believe that: Majority decision-making within the Student Council
- 5.9% believe that: Other means are appropriate.

G12 Where do social and political issues get DISCUSSED during school: (Circle as many as necessary)

- 26.5% indicated: Home groups
- 59.6% indicated: SOSE/Social Science/History/Geography lessons
- 21.9% indicated: English
- 6.0% indicated: Humanities
- 9.9% indicated: Science
- 7.9% indicated: Other
- 12.6% indicated: Not at all

G13 During the past TWO WEEKS, how many times have you discussed SOCIAL and POLITICAL ISSUES?

- During school lessons 41% = 0 ; 91.0% = 4 lessons or less
- With your friends 75.4% = 0; 97.8% = 3 times or less
- With your parents, brothers, sisters 61.2% = 0; 92.5% = 4 times or less

G14 A fair school is

	Strongly Agree	Agree	Disagree	Strongly Disagree
one that applies discipline rules equally to all students	49.6%	46.8%	2.2%	1.4%
one that gives the same educational resources (eg subject choices, good teachers) to all students equally	52.2%	40.6%	5.1%	2.2%
one that gives educational resources to students according to student needs	38.0%	54.0%	6.6%	1.5%
one that concentrates on getting students into University	22.6%	48.9%	25.5%	2.9%
one that assesses students on how hard they try, not how well they perform	30.1%	50.7%	16.2%	2.9%
one that assesses students on how well they perform, not how hard they try	15.6%	45.2%	33.3%	5.9%
one that allows students to select their subjects and subject levels	29.6%	54.1%	14.1%	2.2%
one that offers a wide range of subject choices	47.4%	43.8%	5.1%	3.6%
a safe place for all students	47.8%	41.2%	8.8%	2.2%
one that uses the same teaching methods with all students in each subject area	28.8%	49.2%	16.7%	5.3%

G15 HOW FAIR is your school in terms of the following:

	Very Fair	Fair	Unfair	Very Unfair
Educational resources	30.4%	64.5%	3.6%	1.4%
Range of subject choice	29.2%	59.1%	8.8%	2.9%
Teaching methods	19.1%	66.9%	8.8%	5.1%
Assessment and grading	16.9%	68.4%	11.8%	2.9%
Safety of students	25.4%	64.5%	8.0%	2.2%
Student choice of subjects	26.5%	64.0%	7.4%	2.2%
Discipline rules	17.8%	65.9%	10.4%	5.9%

G16 If you have been doing SOSE / Social Science / History / Geography, how INTERESTED are YOU in each of the following topics?

	Very Interested	Sometimes Interested	Rarely Interested	Not Covered
Aboriginal history	8.0%	32.8%	51.1%	8.0%
Australian history since 1788	10.1%	42.0%	41.3%	6.5%
Modern World history	17.4%	39.9%	35.5%	7.2%
Other history topics	20.7%	36.3%	35.6%	7.4%
Environmental topics	19.0%	46.0%	26.3%	8.0%
Social and political issues	6.6%	36.0%	48.5%	8.8%
Political institutions (eg how Parliament works, voting, etc)	5.2%	27.6%	51.5%	15.7%
Gender issues	11.0%	50.7%	25.0%	13.2%

G17 In general, how VALUABLE have you found each of the following kinds of TEACHING in SOSE, Social Science, History or Geography in promoting YOUR learning:

	Very Valuable	Valuable	Not Valuable	Useless
researching topics	27.6%	59.0%	8.2%	5.2%
discussion	22.8%	61.0%	11.0%	5.1%
working in groups	24.8%	45.1%	23.3%	6.8%
debates	13.6%	41.7%	32.6%	12.1%
lecturing	9.8%	36.1%	36.8%	16.5%
cooperative group work	20.1%	54.5%	15.7%	9.7%
role play	15.7%	47.0%	23.9%	13.4%
peer teaching	12.0%	48.9%	27.1%	11.3%

G18 How strongly do you AGREE or DISAGREE that the SCHOOL can ASSIST IN SOLVING each of the following kinds of problems:

	Strongly Agree	Agree	Disagree	Strongly Disagree
bullying between students	25.7%	44.9%	22.1%	7.4%
sexual harassment	31.1%	45.9%	17.8%	5.2%
copying of other student's work	16.2%	46.3%	26.5%	11.0%
problems that students have at home	11.2%	33.6%	38.1%	17.2%
student difficulties with school work	26.3%	60.2%	10.5%	3.0%
getting a job	18.7%	53.0%	23.9%	4.5%
unfair grades	20.0%	48.9%	24.4%	6.7%
being picked on by the teachers	26.2%	45.4%	20.8%	7.7%
being unsafe at school	23.5%	55.1%	16.9%	4.4%
drug and alcohol abuse	18.4%	35.3%	35.3%	11.0%
disruptive behaviour in class	24.3%	52.9%	18.4%	4.4%
personal problems	14.0%	27.9%	40.4%	17.6%

G19 How strongly do you AGREE or DISAGREE with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Victims of bullying have to handle the problem themselves	8.1%	25.9%	48.1%	17.8%
Bullies are generally victims themselves	9.8%	52.3%	31.8%	6.1%
Kids attract bullying by being different	13.5%	50.4%	28.6%	7.5%
Victims of bullying often cause the problem.	11.5%	35.4%	43.1%	10.0%
Stopping bullying is everyone's responsibility	26.3%	42.1%	26.3%	5.3%
Bullies are people with strong personalities	11.5%	36.9%	40.8%	10.8%
A bully's friends support him or her in order to avoid being bullied themselves	25.0%	48.5%	19.7%	6.8%

G20 If you were being picked on by a teacher at school, WHO would you TALK to first? And second? And third? (Use letters below)

	First	Second	Third
a the teacher concerned	9.9%	6.6%	14.6%
b Principal / Head Teacher	7.9%	13.2%	25.2
c other teachers		7.3%	7.9%
d friends	42.4%	12.6%	8.6%
e brothers or sisters	1.3%	5.3%	6.6%
f parents	25.8%	39.7%	8.6%
g relatives	0.7%	0.7%	2.6%
h family friend	0.7%	1.3%	4.0%
i phone support services	0.7%	0.7%	4.0%

j	minister/priest etc			0.7%
k	counsellor	0.7%	2.6%	2.6%
l	no one	1.3%	1.3%	5.3%

Talk to first *Friends*

Talk to second *Parents*

Talk to third *Principal*

G21 How likely is it that you can INFLUENCE SCHOOL decisions regarding each of the following -

	Very likely	Likely	Unlikely	Very unlikely
School uniform	12.0%	25.6%	46.6%	15.8%
Subject availability	9.7%	32.1%	44.8%	13.4%
Your class grades	10.7%	46.6%	29.8%	13.0%
School decisions affecting your year group	16.0%	47.3%	29.0%	7.6%
Discipline policy	6...1%	34.8%	47.7%	11.4%
Assessment policy	4.5%	27.3%	51.5%	16.7%
School environment	16.0%	50.4%	26.0%	7.6%

G22 In general, HOW MUCH INFLUENCE have each of the following aspects of your SCHOOLING had on your attitudes towards being a CITIZEN?

	A great deal of influence	Some influence	Only a little influence	No influence
Teachers	15.0%	49.6%	17.3%	18.1%
Teaching practices	12.6%	40.2%	27.6%	19.7%
Teacher-student relationships	12.8%	36.0%	28.0%	23.2%
School subjects/ school curriculum	16.5%	38.6%	27.6%	17.3%
The way your school is run	12.5%	40.6%	25.8%	21.1%
Extra-curricula activities	9.4%	38.6%	29.9%	22.0%
School friends	26.6%	41.4%	15.6%	16.4%

H. PEERS AND POPULAR CULTURE

H1 How IMPORTANT are each of the following in your life?

	Very important	Important	Unimportant
Newspapers and magazines	24.3%	55.1%	20.6%
Music and music videos ...	44.9%	36.0%	19.1%
Films and videos ...	32.8%	48.2%	19.0%
Television ...	33.1%	47.8%	19.1%
Books ...	29.2%	41.6%	29.2%
Radio ...	37.2%	46.7%	16.1%
Comics...	11.7%	19.7%	68.6%

H2 Which RADIO STATIONS do you listen to?

	Often	Sometimes	Seldom	Never
Commercial rock/pop music stations	44.65	15.2%	10.7%	29.5%
Radio National ...	3.0%	3.0%	19.0%	75.0%
Local ABC ...	2.9%	13.5%	19.2%	64.4%
JJJ ...	51.2%	22.5%	9.3%	17.1%
Other ...	33.0%	19.4%	11.7%	35.9%

H3 How often would you watch the following types of FILMS and VIDEOS?

	Often	Sometimes	Seldom	Never
Adventure	27.9%	48.5%	12.5%	11.0%
Youth culture	4.4%	15.6%	37.8%	42.2%
Animation	28.1%	37.0%	23.0%	11.9%
The sort of films they show on SBS TV	7.5%	23.1%	23.1%	46.3%
Romance	11.1%	28.1%	34.1%	26.7%
Comedy	54.0%	36.5%	5.8%	3.6%
Horror	42.3%	30.7%	13.9%	13.1%
Sci Fi	23.7%	25.9%	28.1%	22.2%
Drama	27.6%	34.3%	20.1%	17.9%
Other	38.3%	19.1%	6.4%	36.2%

H4 How often would you watch films and videos rated...?

	Often	Sometimes	Seldom	Never
R ...	23.5%	35.3%	21.3%	19.9%
MA ...	62.8%	24.1%	8.8%	4.4%
M ...	79.3%	16.3%	2.2%	2.2%
PG ...	46.3%	38.2%	11.0%	4.4%
G ...	27.7%	27.0%	29.2%	16.1%

H5 How often would you listen to the following types of MUSIC?

	Often	Sometimes	Seldom	Never
Heavy metal ...	24.1%	27.8%	23.3%	24.8%
Techno ...	12.7%	27.6%	26.1%	33.6%
Rap ...	16.7%	26.5%	26.5%	30.3%
House, hip hop, dance ...	16.8%	22.1%	26.7%	34.4%
Rock ...	40.2%	31.1%	15.2%	13.6%
Pop ...	25.2%	29.8%	25.2%	19.8%
Jazz	7.6%	17.4%	35.6%	39.4%
Classical	3.8%	14.3%	27.1%	54.9%
Folk	3.1%	9.9%	23.7%	63.4%
Country & Western	3.0%	9.1%	25.8%	62.1%
Other	34.0%	6.0%	8.0%	52.0%

H6 How often would you watch the following types of TELEVISION programs (excluding films)?

	Often	Sometimes	Seldom	Never
News and current affairs	20.3%	43.8%	26.6%	9.4%
Music and youth culture	18.8%	25.0%	30.5%	25.8%
Sports	35.7%	26.4%	20.2%	17.8%
Soapies	28.7%	37.2%	17.8%	16.3%
Australian comedy	38.5%	36.2%	15.4%	10.0%
British comedy	27.7%	43.1%	16.2%	13.1%
American comedy	37.7%	40.8%	10.0%	11.5%
Documentaries	7.8%	27.9%	27.9%	36.4%
Police and medical dramas	23.8%	37.7%	16.9%	21.5%
Other drama	22.5%	34.9%	19.4%	23.3%
Cartoons	35.9%	40.5%	13.0%	10.7%
Variety (eg Hey Hey It's Saturday)	29.5%	41.9%	13.2%	15.5%
Game Shows	18.5%	41.5%	20.0%	20.0%
Lifestyle (eg Getaway, Money, Our House)	13.5%	34.1%	26.2%	26.2%
Other	18.4%	23.7%	13.2%	44.7%

H7 The following statements refer to you and the FRIENDS you choose to spend most of your time with. Please indicate how much you AGREE or DISAGREE with each statement.

	Strongly agree	Agree	Disagree	Strongly disagree
I wear the same style of clothes as my friends	10.5%	47.6%	33.1%	8.9%
I like the same music as my friends	11.7%	50.8%	29.7%	7.8%
I wear my hair the same way my friends do	4.7%	17.2%	65.6%	12.5%
If my friends decide to do something, then I'll do it even if I'm not sure	5.5%	14.8%	63.3%	16.4%
My group of friends often gets into fights with other groups of kids	7.8%	25.8%	46.9%	19.5%
My friends think the police are out to get us	7.1%	13.4%	50.4%	29.1%
My friends would be happy to help collect money for charity	8.0%	34.4%	40.8%	16.8%
We have a particular famous person or group (rock star, film star) we like to look like	5.5%	17.3%	54.3%	22.8%
My group gets on well with most of our teachers and other adults	7.3%	59.7%	28.2%	4.8%
It's OK in our group to be interested in politics and current affairs	9.0%	50.0%	30.3%	10.7%
My group of friends would be likely to go on a demonstration or protest	5.6%	23.2%	56.8%	14.4%
Nothing much is done for my group by the people in authority	8.3%	31.7%	50.0%	10.0%
My group of friends doesn't trust the people in authority	10.7%	24.8%	57.0%	7.4%
My group of friends thinks the world is in pretty good shape	4.8%	43.5%	44.4%	7.3%
If my group wanted something done for us, we'd probably be able to get it done	13.1%	58.2%	24.6%	4.1%

J. FAMILY BACKGROUND.

J1 What was the HIGHEST level of EDUCATION your PARENTS reached?

	Female Parent or Guardian	Male Parent or Guardian
Primary	2.3%	2.4%
Some Secondary	6.2%	4.0%
Year 10	26.4%	23.0%
Year 11	3.1%	2.4%
Year 12	17.8%	12.7%
Some TAFE/Trade Course	4.7%	4.8%
TAFE/Trade diploma, certificate	2.3%	4.8%
Some University/CAE	6.2%	5.6%
University/CAE Graduate	7.0%	10.3%
Post Graduate (University)	4.7%	11.1%
Don't know	17.8%	17.5%
Other (Please specify).....	1.6%	1.6%

J2 What kind of SCHOOL did your PARENTS last attend?

	Female Parent or Guardian	Male Parent or Guardian
Government (state) school	54.8%	55.2%
Catholic- Local parish school	3.2%	5.6%
Catholic - Major college	7.1%	1.6%
Independent school	2.4%	7.2%
Other private school	4.0%	4.0%
Don't know	28.6%	26.4%

J3 What is the main LANGUAGE spoken at home?

- 1 English 92.1%
- 2 English plus other 4.7%
- 3 Other 3.1%

J4 As far as you know, which POLITICAL PARTY does your mother (or female guardian) FAVOUR? And your father (or male guardian)?

	Your Mother or Female Guardian	Your Father or Male Guardian
Liberal Party ...	19.0%	17.5%
Australian Labor Party ...	21.4%	16.7%
National (Country) Party ...	0	1.6%
Australian Democrats ...	1.6%	1.6%
Greens ...	4.0%	3.2%
Don't know ...	52.4%	56.3%
Other (please specify)	1.6%	3.2%

J5 As far as you know, is your mother (or female guardian) or your father (or male guardian) a MEMBER of a political party?

Your mother?

- 1 Yes 5.5%
- 2 No 71.7%
- 3 Don't Know 22.8%

Your father?

- 1 Yes 6.3%
- 2 No 69.8%
- 3 Don't Know 23.8%

If yes, which POLITICAL PARTY does your mother belong to? And your father?

	Your Mother or Female Guardian	Your Father or Male Guardian
Liberal Party ...	18.9%	15.4%
Australian Labor Party ...	0	2.6%
National (Country) Party ...	2.7%	2.6%
Australian Democrats ...	2.7%	2.6%
Greens ...	2.7%	5.1%
Other ...	2.7%	5.1%
Don't know ...	70.3%	66.7%

J6 Does your mother belong to any VOLUNTARY ORGANISATIONS or COMMUNITY GROUPS? And what about your father?

	Your Mother or Female Guardian	Your Father or Male Guardian
Yes	35.6%	17.1%
No	64.4%	82.9%

J7 What is your religion or faith? And your Mother, and Father?

	You	Your Mother Or Female Guardian	Your Father or Male Guardian
Anglican/Church of England ...	29.1%	31.1%	26.5%
Uniting Church/Methodist ...	3.4%	3.4%	3.4%
Roman Catholic ...	6.0%	5.0%	6.8%
Presbyterian ...			
Orthodox ...	0.9%	0.8%	0.9%
Lutheran ...			
Buddhist ...	0.9%		
Baptist ...	2.6%	3.4%	1.7%
Jewish ...	0.9%	1.7%	
Islamic ...			
Hindu ...	0.9%	0.8%	3.4%
Other Christian (please specify) ...	6.8%	5.0%	4.3%
Other non-Christian (please specify) ...	0.9%	0.8%	1.7%
No religion ...	23.9%	16.8%	18.8%
Don't know ...	23.9%	31.1%	32.5%

J8 How important has your religious faith / upbringing been in giving you ...

	Very Important	Important	Not Important	Not Applicable
Values to live by?	19.1%	17.3%	33.6%	30.0%
Access to God?	16.4%	14.5%	34.5%	34.5%

Inner strength and peace?	11.9%	25.7%	33.9%	28.4%
A sense of purpose in life?	18.2%	22.7%	31.8%	27.3%
Moral standards?	18.0%	23.4%	29.7%	28.8%
Don't know ...				

J9 Apart from religious weddings, funerals and name-givings, how many TIMES have YOU ATTENDED religious services or ceremonies in the LAST MONTH?

0 = 78.6% <5 = 90.6% <10 = 97.4%

J10 LAST WEEK, what was your MOTHER'S MAIN activity?

1	Working full-time for income (or on leave)	28.7%
2	Working part-time for income (or on leave)	30.3%
3	Self-employed (eg. family business/farm)	6.6%
4	Unemployed - looking for work	0.8%
5	School, TAFE or University student	1.6%
6	Keeping house	28.7%
7	Other	3.3%

J11 What KIND OF WORK does she do now if she has paid employment? (If your mother is not working at the moment, please describe her LAST REGULAR PAID JOB)

Main Occupations include: **Secretarial Work (20.3%); Registered Nurses (9.6%); Teachers (8.6%); Cleaners (7.4%); Sales Assitants (6.5%); Child-carers (6.4%); Bank Tellers (5.3%).**

J12 LAST WEEK, what was your FATHER'S MAIN activity?

1	Working full-time for income (or on leave)	67.5%
2	Working part-time for income (or on leave)	9.2%
3	Self-employed (eg. family business/farm)	7.5%
4	Unemployed - looking for work	5.0%
5	School, TAFE or University student	
6	Keeping house	3.3%
7	Other	7.5%

J13 What KIND OF WORK does he do if he has paid employment? (If your father is not working at the moment, please describe his LAST REGULAR PAID JOB)

Father's Main Occupations: *Managers (13.5%); Building Professionals (8.3%); Electrical Tradespersons (8.3%); Building Tradespersons (7.2%); Small Busines Owners (6.3%); Teachers (6.2%); Transport Drivers (5.0%); Miscellaneous Labourers (5.0%); Insurance Sales (4.1%).*

**J14 Do you have BROTHERS or SISTERS?
(including step-brothers and step-sisters)**

1	Yes	If yes, are you the		
2	No		1	first born 30.3%
			2	second born 37.7%
			3	third born 16.4%
			4	fourth born 3.3%
			5	fifth born 2.5%
			6	other 4.1%

How many SIBLINGS do you have? 1 = 29.3%; 2 = 37.1%; 3 = 15.5%; >4 = 8.1%

J15 How many BOOKS are there in your home approximately?

1	Less than 50	12.5%
2	50-100	21.7%
3	100-250	24.2%
4	250-500	10.0%
5	500+	31.7%

J16 Which of the following best describes the DWELLING in which you live?

1	Fully owned	42.0%
2	Paying off mortgage	38.4%
3	Paying off under a rent/buy scheme	5.4%
4	Being rented from a landlord or agent	5.4%
5	Being rented from the government	3.6%
6	Being occupied rent free	0.9%
7	Being occupied under a life tenure scheme	
8	Other	2.7%

J17 What is your POST CODE? 86.9% of students live within a 10 km. radius of the school.

J18 Please indicate who in your FAMILY is GENERALLY responsible for DECISIONS about each of the following matters -

	Mother	Father	Mother & Father	Parents (one or both) & kids	Kids
Banking	33.3%	17.1%	41.4%	6.3%	1.8%
Holiday decisions	17.7%	7.1%	44.2%	27.4%	3.5%
Paying bills	27.2%	21.1%	47.4%	2.6%	1.8%
Food Shopping	70.2%	1.8%	18.4%	7.9%	1.8%
Relations with school	43.9%	3.5%	23.7%	16.7%	12.3%
Gardening	36.3%	17.7%	35.4%	8.0%	2.7%
Care of family pets	17.0%	6.6%	10.4%	32.1%	34.0%
Homework	7.0%	1.8%	19.3%	13.2%	58.8%
When you can go out	15.9%	3.5%	41.6%	21.2%	17.7%
Who you can go out with	11.8%	1.8%	33.6%	20.9%	31.8%
Household chores	22.9%	2.8%	32.1%	31.2%	11.0%
Discipline of kids	11.7%	9.9%	56.8%	14.4%	7.2%
Which movies to see	8.3%	2.8%	27.5%	25.7%	35.8%
Which TV programs to watch	6.5%	2.8%	21.3%	27.8%	41.7%
How much TV to watch	7.5%	5.6%	26.2%	22.4%	38.3%
What kids should be allowed to do	9.1%	2.7%	39.1%	29.1%	20.0%

J19 Please indicate how much IMPORTANCE was placed the following in your upbringing at home.

	Very important	Important	Unimportant
To be religious	13.3%	12.4%	74.3%
To have a strong sense of responsibility to others	25.4%	62.3%	12.3%
Not to question those in authority	14.9%	55.3%	29.8%
To have good manners	40.7%	50.4%	8.8%
To share with others	31.3%	59.8%	8.9%
To have a strong sense of justice or fairness	32.1%	57.1%	10.7%
To be self disciplined	37.5%	54.5%	8.0%

To be self reliant	33.9%	53.6%	12.5%
To respect the environment	27.4%	54.9%	17.7%
To think for yourself	44.2%	44.2%	11.5%
To work hard	49.1%	44.6%	6.3%
To respect other people's rights	41.1%	48.2%	10.7%
To always fulfil your responsibilities	40.5%	51.4%	8.1%
To value education very highly	39.8%	47.8%	12.4%
To respect people's right to be different	36.6%	52.7%	10.7%
To be honest / to tell the truth	49.1%	43.8%	7.1%
To support a particular political party	11.5%	29.2%	59.3%
To respect Aboriginal culture and rights	12.5%	47.3%	40.2%
To respect other people's property	33.0%	56.3%	10.7%
To respect public property	32.7%	54.0%	13.3%
To care for the less fortunate	23.9%	52.2%	23.9%

J20 How many hours each week, on average, do you spend doing CHORES around the house?
0 = 7.1%; 3 hours or less = 51.8%; 10 hours or less = 32.2%

J21 How many hours each week, on average, do you spend doing PAID WORK outside the home?
0 = 55.6%; 5 hours or less = 23.1%; 12 hours or less = 11.1%

K. POLITICAL KNOWLEDGE

In all cases the valid responses (n = 100 or less than)

K1 Federation in Australia, where the states joined together to form one country, took place in

1	1788	30.3%
2	1870	23.6%
3	1900	9.0%
4	1901	30.3%
5	1914	6.7%

K2 Australian Aborigines first gained the right to vote in Federal elections in ...

1	1778	3.4%
2	1914	9.1%
3	1929	12.5%
4	1945	15.9%
5	1953	14.8%
6	1967	22.7%
7	1972	21.6%

K3 The Australian Constitution contains the following:

	True	False	Don't Know
the laws of the land	32.3%	5.2%	61.5%
a Bill of Rights	33.3%	4.2%	62.5%
rules describing our national flag	12.5%	25.0%	62.5%
a description of the role of the Prime Minister	28.1%	12.5%	59.4%
rules that apply to state and federal governments	31.3%	5.2%	63.5%
a description of what powers different governments have	25.8%	7.2%	67.0%
rules protecting the land rights of Aborigines	17.9%	18.9%	63.2%
a rule that the Governor-General must be an Australian citizen	14.6%	16.7%	68.8%
rules allowing the federal government to change laws passed by state governments	20.8%	7.3%	70.8%
rules describing our national anthem	11.5%	14.6%	74.0%
rules about how federal elections will be run	22.9%	4.2%	72.9%

K4 The Australian Constitution can be changed by ...

	True	False	Don't Know
The Federal Parliament	25.5%	11.7%	62.8%
The Queen	24.5%	17.0%	58.5%
The Governor-General	17.0%	20.2%	62.8%
The agreement of the states	16.0%	20.2%	63.8%
A referendum of all Australian voters	23.2%	8.4%	68.4%
The High Court	19.4%	12.9%	67.7%
The Prime Minister	18.3%	17.2%	64.5%

K5 In Australia, a Senator represents ...

	True	False	Don't Know
the same area as a Member of the House of Representatives	21.5%	15.1%	63.4%
a larger area than Members of the House of Representatives	17.4%	17.4%	65.2%
a region within a state or territory	27.2%	14.1%	58.7%
a state or territory	13.0%	23.9%	62.0%
the whole country	4.4%	31.1%	64.4%

K6 The Federal Cabinet in Australia contains

	True	False	Don't Know
All Ministers	28.1%	13.5%	58.3%
All Ministers and their advisers	15.8%	21.1%	63.2%
A smaller group of senior Ministers	11.5%	18.8%	69.8%
The top public servants from each government department	9.4%	19.8%	70.8%
The government and opposition leaders from the Senate and the House of Representatives	17.5%	12.4%	70.1%
Federal Ministers and State Premiers	15.6%	18.8%	65.6%

K7 The Deputy Prime Minister is ...

1	John Hewson	8.0%
2	Alexander Downer	11.4%
3	Kim Beazley	28.4%
4	Mal Colston	11.4%
5	Tim Fischer	30.7%
6	Cheryl Kernot	1.1%
7	Peter Costello	9.1%

K8 The Minister for Foreign Affairs is ...

1	Gareth Evans	31.9%
2	Robert Hill	3.3%
3	Amanda Vanstone	8.8%
4	Carmen Lawrence	4.4%
5	Alexander Downer	37.4%
6	Peter Costello	14.3%

K9 'Privatisation' means ...

	True	False	Don't Know
the push for individual privacy	27.7%	25.5%	48.8%
the sale of public assets into private ownership	38.0%	14.1%	46.7%
incentives for private health insurance	12.0%	31.5%	56.5%
government takeover of private companies	8.7%	34.8%	56.5%
support for parents to place their children in private schools	6.6%	37.4%	56.0%

K10 Australia's longest-serving Prime Minister was ...

1	Bob Hawke	47.7%
2	Sir William McMahon	4.7%
3	Harold Holt	4.7%
4	Sir Robert Menzies	37.2%
5	Malcolm Fraser	4.7%
6	Alfred Deakin	
7	Billy Hughes	1.2%

K11 The Governor-General who sacked the Whitlam Government in 1975 was ...

1	Sir John Gorton	11.3%
2	Sir Zelman Cohen	8.8%
3	Sir Garfield Barwick	23.8%
4	Sir John Kerr	18.8%
5	Bill Hayden	25.0%
6	Dr Jim Cairns	3.8%
7	Rex Connor	8.8%

K12 The 'Mabo decision' of the High Court ...

	True	False	Don't Know
guaranteed land rights to all Australian Aborigines	33.3%	11.8%	54.8%
ruled that Australia wasn't empty land before white settlement	19.4%	18.3%	62.4%
guaranteed security of possession for farmers	9.8%	21.7%	68.5%
gave back land to some tribal Aborigines	24.7%	11.2%	64.0%
confirmed that Australian Aborigines did own the land before white settlement	25.3%	11.0%	63.7%
ruled that the Federal Government should provide funding to purchase land for Australian Aborigines	12.0%	17.4%	70.7%
established a treaty between the Government and Australian Aborigines	15.1%	16.1%	68.8%

SOUTHERN HIGH SCHOOL - PARENT SURVEY DATA ANALYSIS
(n=70)

SECTION A — SOCIAL & POLITICAL ATTITUDES

A1 Here are some opinions about life in Australia. Please indicate how much you AGREE or DISAGREE with each statement

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Don't Care
Stronger measures should be taken to protect the environment.	40.6%	49.3 %	7.2%		2.9%	
People with good ideas are not supported enough in Australia.	33.3%	53.6 %	7.2%		5.8%	
Income/ wealth should be more evenly distributed.	14.9%	50.7 %	20.9%	7.5%	6.0%	
Government interferes with individual rights too much.	16.7%	39.4 %	36.4%	1.5%	6.1%	
Governments don't spend enough money on youth welfare.	18.5%	35.4 %	32.3%	4.6%	9.2%	
A mix of people from different cultures is a good thing for Australia.	18.8%	59.4 %	13.0%	2.9%	4.3%	1.4%
Anybody in Australia can get ahead if they make the effort.	18.8%	46.4 %	27.5%	5.8%	1.4%	
Most people in Australia don't have a real say about how the country is run.	23.2%	52.2 %	20.3%	1.4%	1.4%	1.4%
Powerful interest groups rather than the government run the country.	15.9%	43.5 %	26.1%	2.9%	11.6%	
Homosexual acts between consenting adults should be illegal.	16.2%	13.2 %	42.6%	19.1%	2.9%	5.9%
Low-cost government is more important than democratic government.	7.2%	11.6 %	55.1%	21.7%	4.3%	
Efficient government is more important than democratic government.	4.4%	22.1 %	54.4%	13.2%	5.9%	
Trade unions have too much power in Australia.	13.2%	33.8 %	41.2%	2.9%	8.8%	
Australia has too much Asian immigration.	20.3%	30.4 %	30.4%	10.1%	7.2%	1.4%
Aboriginal land rights should be protected.	9.2%	47.7 %	20.8%	13.8%	7.7%	1.5%
Abortion should be available on demand.	13.4%	47.8 %	25.4%	10.4%	1.5%	1.5%
The Australian flag should be changed.	11.8%	30.9 %	30.9%	11.8%	7.4%	7.4%
Australia should retain the monarchy.	7.4%	23.5 %	20.6%	26.5%	10.3%	11.8%
The government should spend more to improve conditions for Aborigines.	4.4%	33.8 %	44.1%	13.2%	2.9%	1.5%
Unemployment benefits in Australia are too low.	13.4%	7.5%	67.2%	6.0%	6.0%	
The majority in a democracy should get its way.	17.4%	52.2 %	20.3%	1.4%	5.8%	2.9%

A2 LAST WEEK, how often did you

	Every day	Most days	Some days	Only one day	Not at all
READ about politics	33.3%	23.2%	31.9%	4.3%	7.2%
DISCUSS political matters with other people	10.1%	23.2%	34.8%	15.9%	15.9%

A3 In general, how INTERESTED are you in

	Very interested	Somewhat interested	Not really interested	Not at all interested
playing sport	25.0%	41.2%	25.0%	8.8%
watching sport	36.8%	35.3%	20.6%	7.4%
listening to music	55.1%	39.1%	2.2%	2.2%
playing music	17.6%	33.8%	35.3%	13.2%
politics	14.7%	50.0%	25.0%	10.3%
current affairs	47.8%	47.8%	1.4%	2.9%
reading books	67.7%	26.1%	5.8%	1.4%
friendships	76.8%	23.2%		
hobbies	58.0%	39.1%	2.9%	

A4 To what extent do you AGREE or DISAGREE with each of the following statements about POLITICS?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Politics				
is the Prime Minister and the Leader of the Opposition shouting at each other in Parliament	11.9%	25.4%	41.8%	20.9%
is the way a democratic community solves its problems	15.2%	66.7%	15.2%	3.0%
is the way citizens in a democracy hold members of Parliament accountable	17.2%	51.6%	27.7%	1.6%
is what political parties do	12.7%	60.3%	22.2%	4.8%
is what the Government does	11.3%	59.7%	25.8%	3.2%
is about compromising	16.1%	48.4%	33.9%	1.6%
has nothing to do with me	6.2%	6.2%	55.4%	32.3%
is boring and uninteresting	7.6%	31.8%	48.5%	12.1%
is necessary to promote the good of the community	22.2%	52.4%	23.8%	1.6%
protects the interests of the rich and powerful	28.1%	42.2%	29.7%	
is a forum for windbags and big-mouths	28.1%	35.9%	34.4%	1.6%
does nothing to help ordinary people to improve their lives	19.7%	27.3%	48.5%	4.5%

A5 To what extent do you AGREE or DISAGREE with each of the following statements about POLITICIANS?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Politicians				
seek election because they want to help their communities	4.8%	63.5%	27.0%	4.8%
are usually capable people	4.7%	65.6%	18.8%	10.9%
are controlled by powerful interest groups	24.2%	46.8%	29.0%	

seek the opinions of the people in their electorate	1.5%	43.1%	50.8%	4.6%
follow the agreed policies of their political parties	18.8%	60.9%	17.2%	3.1%
seem to enjoy disagreeing with each other	18.5%	75.4%	6.2%	
help people who are in difficulty with the public service	4.8%	43.5%	45.2%	6.5%
are just like the rest of us	7.8%	45.3%	34.4%	12.5%
are difficult to make contact with	17.5%	42.9%	34.9%	4.8%
exploit their position for financial gain	31.7%	33.3%	31.7%	3.3%
put popularity ahead of being effective	34.9%	52.4%	11.1%	1.6%
do a lot of research to find the best ideas	3.2%	17.7%	59.7%	19.4%
aren't paid enough		9.0%	35.8%	55.2%

A6 How strongly do you AGREE OR DISAGREE with each of the following descriptions of the Australian ECONOMY?

The Australian economy ...	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
has declining job opportunities for young people	65.7%	31.3%	1.5%	1.5%	
has expanding job opportunities for people with education	4.5%	28.8%	59.1%	7.6%	
has expanding job opportunities for those who know the right people	24.2%	51.5%	19.7%		4.5%
is fixed so that the rich get richer	30.3%	42.4%	22.7%	1.5%	3.0%
is fixed so that ordinary people can't get ahead	16.7%	40.9%	34.8%	4.5%	3.0%
is dominated by big companies	36.9%	53.8%	7.7%		1.5%
is powerless against global economic pressures	20.0%	44.6%	24.6%	4.6%	6.2%
has a great future	6.2%	27.7%	35.4%	7.7%	23.1%

A7 In some countries, there are people with CONFLICTING INTERESTS. In your opinion, how DEEP are the conflicts between the following people in Australia?

	No conflict	Some conflict	Deep conflict	Very deep conflict
smokers and non-smokers	4.5%	68.2%	16.7%	10.6%
poor people and rich people	7.6%	40.9%	34.8%	16.7%
developers and conservationists		18.2%	43.9%	37.9%
people with different religious beliefs	16.7%	62.1%	9.1%	12.1%
the working class and the middle class	30.8%	60.0%	4.6%	4.6%
management and employees	9.1%	75.8%	10.6%	4.5%
young people and adults	15.2%	75.8%	6.1%	3.0%
people born in Australia and immigrants	3.0%	75.8%	9.1%	12.1%
country people and city people	42.4%	56.1%		1.5%
Aborigines and other Australians	1.5%	45.5%	40.9%	12.1%

A8 On the whole, how often can most people be TRUSTED?

1	always	
2	mostly	45.6%
3	often	17.6%
4	sometimes	27.9%
5	seldom	5.9%
6	never	2.9%

A9 How often can you TRUST each of the following to act in your best interests?

	Always	Mostly	Sometimes	Rarely	Never	Not Applicable
your relatives	44.3%	41.4%	11.4%	1.4%		1.4%
your friends	35.7%	52.9%	5.7%	4.3%		1.4%
your minister /priest	22.4%	28.4%	3.0%	1.5%	3.0%	41.8%
the police	15.7%	51.4%	27.1%	1.4%		4.3%
local councils		21.7%	50.7%	18.8%	8.7%	
the State Government		14.5%	44.9%	29.0%	10.1%	1.4%
the Federal Government		14.5%	49.3%	23.2%	8.7%	4.3%

A10 How important are the following to your PERSONAL WELL-BEING, now and in the future?

	Very Important	Important	Unimportant
having friends	75.7%	18.6%	5.7%
having a good marriage / relationship	90.0%	8.6%	1.4%
having kids	87.1%	11.4%	1.4%
going to university	19.7%	36.4%	43.9%
going to TAFE	13.6%	43.9%	42.4%
getting into a trade as soon as possible	15.4%	29.2%	55.4%
having a high status profession	5.7%	30.0%	64.3%
working in a job that interests you	71.4%	25.7%	2.9%
making lots of money	11.4%	54.3%	34.3%
being able to participate in sports	24.3%	45.7%	30.0%
living in a community that cares about the environment	40.0%	54.3%	5.7%
having rights	77.1%	21.4%	1.4%
being healthy	88.6%	11.4%	
being involved in politics	2.9%	34.3%	62.9%
being involved in community service	10.0%	64.3%	25.7%

living in a caring community	44.3%	50.0%	5.7%
participating in decisions about your community	27.1%	62.9%	10.0%
living life according to your religious faith	20.3%	37.7%	42.0%
being able to choose for yourself	82.9%	17.1%	
living in a society that believes in a fair go for all	87.1%	12.9%	
living in a democracy	66.7%	23.2%	10.1%
having time to read and reflect	62.9%	35.7%	1.4%
your physical appearance	25.7%	62.9%	11.4%
trying to change the world you live in	23.5%	60.3%	16.2%

A11 How satisfied are you with your

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
standard of living?	24.3%	61.4%	8.6%	5.7%	
financial situation?	11.4%	55.7%	28.6%	4.3%	
leisure activities?	14.3%	62.9%	20.0%	1.4%	1.4%
sense of purpose in life	33.8%	51.5%	10.3%	2.9%	1.5%
neighbourhood?	26.1%	60.9%	8.7%	2.9%	1.4%
current job?	29.0%	49.3%	14.5%		7.2%
friendships?	42.9%	51.4%	4.3%	1.4%	
health?	38.6%	52.9%	7.1%	1.4%	
children?	71.4%	27.1%	1.4%		
family life?	64.3%	30.0%	2.9%	2.9%	
life as a whole?	52.9%	41.4%	4.3%	1.4%	

A12 How good a job do you think the following public services are doing where you live?

	Very Good	Good	Poor	Very Poor
State Emergency Service	54.3%	45.7%		
employment services	3.0%	32.8%	47.8%	16.4%
health-care services	16.2%	61.8%	20.7%	1.5%
ambulance services	38.6%	60.0%	1.4%	
child-care services	20.0%	72.3%	6.2%	1.5%
garbage collection	23.9%	57.7%	9.0%	13.4%
public housing	12.7%	63.5%	17.5%	6.3%
social services	9.5%	66.7%	19.0%	4.8%
postal services	47.1%	48.6%	1.4%	2.9%
fire services	50.0%	48.6%	1.4%	
libraries	42.0%	52.2%	4.3%	1.4%
roads	7.1%	47.1%	28.6%	17.1%
police	30.0%	54.3%	15.7%	

A13 Should Australia have more or fewer REFERENDUMS?

1 a lot more 41.4%

2	about the same as now	37.1%
3	fewer	7.1%
4	none	1.4%
5	don't know	12.9%

A14 Should Australia have more or fewer ELECTIONS for the following levels of Government?

	More elections	Same as now	Fewer elections
Local council	10.1%	72.5%	17.4%
State Government	7.2%	71.0%	21.7%
Federal Government	5.8%	71.0%	23.2%

SECTION B – CITIZENSHIP

B1 HOW IMPORTANT is it that you see YOURSELF as someone who ...

	Very Important	Important	Unimportant
comes from a particular city, town or region	7.1%	21.4%	71.4%
comes from a particular neighbourhood	2.9%	24.3%	72.9%
supports a sporting club	5.7%	14.3%	80.0%
belongs to a particular social class (eg middle class, working class)	1.4%	18.8%	79.7%
comes from a particular state (eg Tas, NSW)	14.3%	21.4%	64.3%
has a particular political preference (eg Labor, Green, Democrat, Liberal)	5.7%	28.6%	65.7%
has a particular ethnic background (eg Polish, Vietnamese)		13.0%	87.0%
has a particular religion (eg Christian, Muslim)	10.1%	11.6%	78.7%
has rights	70.0%	24.3%	5.7%
has a good character	82.4%	16.2%	1.5%
is of a particular age group (eg young person)	10.1%	10.1%	79.7%
is an Australian	51.5%	25.0%	23.5%
works for a particular organisation	10.0%	18.6%	71.4%
has a particular job or occupation	15.7%	32.9%	51.4%
has a good education	51.4%	41.4%	7.1%
is a citizen	42.9%	32.9%	24.3%
is a member of a particular family	35.7%	22.9%	41.4%
is a parent	64.3%	21.4%	14.3%

B2 How close - how emotionally attached - do you feel to

	Very Close	Close	Not particularly close	Not close at all	Not Applicable
your family	88.6%	7.1%	4.3%		
your friends	27.1%	58.6%	11.4%	1.4%	1.4%
your church	7.1%	8.6%	27.1%	20.0%	37.1%
your neighbourhood	4.3%	31.4%	42.9%	15.7%	5.7%
your town or city	5.7%	32.9%	42.9%	14.3%	4.3%

your state	18.6%	37.1%	30.0%	11.4%	2.9%
Australia	34.8%	40.6%	15.9%	4.3%	4.3%

**B3 How IMPORTANT do you think the following are to being an AUSTRALIAN?
An Australian is someone who....**

		Very Important	Important	Unimportant
a	is committed to a fair go for everyone	63.8%	33.3%	2.9%
b	has the same rights as other Australians	69.6%	29.0%	1.4%
c	is sports minded	7.2%	36.2%	56.5%
d	has a relaxed and comfortable life style	27.5%	60.9%	11.6%
e	has a good character	58.0%	36.2%	5.8%
f	fulfills their responsibilities to others	52.2%	43.5%	4.3%
g	is of British descent		5.8%	94.2%
h	has Australian-born parents	5.8%	11.6%	82.6%
i	was born in Australia	10.1%	21.7%	68.1%
j	grew up in Australia	13.0%	29.0%	58.0%
k	swears allegiance or loyalty to Australia	43.5%	40.6%	15.9%
l	speaks English	33.3%	49.3%	17.4%
m	has lived in Australia for most of their life	20.3%	27.5%	52.2%
n	appreciates the Australian environment	49.3%	44.9%	5.8%
o	fits into the Australian way of life	33.3%	60.9%	5.8%
p	is proud of Australia's achievements	42.0%	49.3%	8.7%
q	knows about Australian history	21.7%	50.7%	27.5%
r	supports democratic government	32.4%	52.9%	14.7%
s	has Christian values	10.4%	28.4%	61.2%
t	supports the monarchy	5.8%	11.6%	82.6%
u	knows about the Australian Constitution	16.2%	52.9%	30.9%

**What do you think is the MOST IMPORTANT? And the second and third?
(Please use letters above)**

First most important ***committed to a fair go*** **(24.3%)**
Second most important ***has the same rights as other Australians*** **(21.4%)**
Third most important ***supports democratic government*** **(12.9%)**

B4 How IMPORTANT are the following to being a CITIZEN. A citizen is someone

		Very Important	Important	Unimportant
a	who has the right to vote	71.4%	27.1%	1.4%
b	who votes	59.4%	37.7%	2.9%
c	who has the right to run for public office	43.5%	50.7%	5.8%
d	who runs for public office	15.9%	24.6%	59.4%
e	who was born in the country in which he or she is a citizen	10.1%	20.3%	69.6%
f	who grew up in the country in which he or she is a citizen	8.7%	29.0%	62.3%
g	who has responsibilities to others	47.1%	45.7%	7.1%
h	who swears loyalty to their country	52.2%	37.7%	10.1%
i	who supports their country's constitution	44.9%	47.8%	7.2%
j	who is prepared to lay down their life for their country	13.6%	40.9%	45.5%
k	who is active in politics	1.4%	20.3%	78.3%
l	who has the right to a fair trial	75.4%	24.6%	
m	who works with others to create new rights	19.4%	47.8%	32.8%
n	who has a decent standard of living	24.6%	47.8%	27.5%
o	who shares a common cultural background with other citizens	9.0%	23.9%	67.2%
p	who has a right to a free education	57.4%	36.8%	5.9%

**What do you think is the MOST IMPORTANT? And the second and third?
(Please use letters above)**

First most important *who has the right to vote* (28.6%)

Second most important *who has responsibilities to others* (15.7%)

Third most important *who has the right to a fair trial* (17.1%); *who has a right to a free education* (17.1%)

**B5 In Australia, when do Australian-born people first become CITIZENS?
(Circle one number only)**

1	as soon as they are born in Australia	95.7%
2	when they turn 18	2.9%
3	when they turn 21	
4	when they first vote	
5	when they get a passport	
6	when they start paying taxes	
7	when the law regards them as responsible for their actions	1.4%

B6 Do you believe Australians have the following RIGHTS, and how important are they to you?

		Yes	No	Very important	Important	Unimportant
a	the right to vote	100.0%		77.1%	21.4%	1.4%
b	the right to a vote that is of equal value to the votes of other people	94.3%	5.7%	81.4%	18.6%	
c	the right to a fair trial	98.6%	1.4%	89.9%	10.1%	

d	the right to a decent standard of health care	98.6%	1.4%	88.6%	11.4%	
e	the right to work	92.8%	7.2%	80.9%	19.1%	
f	the right to an education	98.6%	1.4%	88.6%	11.4%	
g	the right to join groups and associations of their choice	98.6%	1.4%	68.1%	27.5%	4.3%
h	the right of free speech	98.6%	1.4%	81.2%	17.4%	1.4%
i	the right to a decent standard of living	95.7%	4.3%	72.5%	27.5%	
j	the right to join the church of their choice	100.0%		45.7%	35.7%	18.6%
k	the right to unrestricted movement within Australia	98.6%	1.4%	68.1%	30.4%	1.4%
l	the right to own property	98.6%	1.4%	67.1%	31.4%	1.4%
m	the right to join the political party of their choice	100.0%		58.0%	33.3%	8.7%
n	the right to public safety and protection	95.7%	4.3%	81.4%	18.6%	
o	the right not to be discriminated against on the grounds of race, gender or ethnicity	92.8%	7.2%	79.7%	18.8%	1.4%
p	the right to belong to a trade union	98.6%	1.4%	40.6%	34.8%	24.6%
q	the right to protest	95.6%	4.4%	47.1%	39.7%	13.2%
r	the right to freedom of information	88.4%	11.6%	60.9%	36.2%	2.9%
s	the right to privacy	91.3%	8.7%	81.4%	17.1%	1.4%

B7 People have different ideas about what a RIGHT is. In your view, a right is ...

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
a	a gift from God	7.5%	19.4%	38.8%	29.9%	4.5%
b	a kind of moral rule to ensure the equality of all citizens	41.2%	47.1%	7.4%	2.9%	1.5%
c	permission or liberty to do as you like	9.0%	19.4%	40.3%	28.4%	3.0%
d	a legal status that can only be granted by the Parliament	3.0%	19.4%	53.7%	20.9%	3.0%
e	a legal status that can only be created by a Constitution	7.4%	38.2%	33.8%	14.7%	5.9%
f	something belonging to all human beings	50.0%	44.3%	2.9%	2.9%	
g	a kind of duty that the government owes to citizens	17.6%	39.7%	29.4%	10.3%	2.9%
h	a responsibility that citizens have towards each other	31.3%	55.2%	7.5%	1.5%	4.5%
i	a kind of privilege that involves no responsibilities to others	1.5%	4.4%	57.4%	36.8%	
j	a privilege available only to a few people	3.0%	6.0%	56.7%	34.3%	
k	a limitation on the power of the government	7.4%	29.4%	41.2%	20.6%	1.5%

B8 Do you think the rights of citizens in Australia are DECLINING?

1	yes	49.3%
2	no	33.3%
3	not sure	17.4%

B9 In general, how important are the following as THREATS to the rights of citizens in Australia?

	Very Important	Important	Unimportant
unemployment	58.0%	39.1%	2.9%
influence of single-issue lobby groups	32.4%	47.1%	20.6%
the growth of the power of governments	25.4%	62.7%	11.9%
inadequate trade union representation	14.9%	52.2%	32.8%
social inequality	35.3%	55.9%	8.8%
lack of involvement in community groups	19.1%	52.9%	27.9%
lack of patriotism	17.9%	53.7%	28.4%
concentration of media ownership	26.9%	53.7%	19.4%
lack of civics education in schools	23.9%	64.2%	11.9%
excessive trade union power	31.3%	50.7%	17.9%
foreign ownership of Australian resources	52.9%	38.2%	8.8%
inadequate education	58.8%	38.2%	2.9%

B10 Australians have RESPONSIBILITIES as well as rights.

	How important is it that MOST AUSTRALIANS do the following?			How important is it that YOU do the following?		
	Very important	Important	Not important	Very important	Important	Not important
vote in elections	78.3%	18.8%	2.9%	78.3%	17.4%	4.3%
obey the laws	84.1%	15.9%		85.7%	14.3%	
work for a living	58.0%	40.6%	1.4%	74.3%	24.3%	1.4%
complete at least 10 years of education	60.9%	34.8%	4.3%	70.6%	23.5%	5.9%
get involved in politics	2.9%	30.9%	66.2%	7.2%	26.1%	66.7%
become informed about political matters	21.7%	68.1%	10.1%	31.9%	56.5%	11.6%
do jury duty	14.7%	54.4%	30.9%	45.7%	41.4%	32.9%
report crime	69.6%	29.0%	1.4%	75.7%	24.3%	
respect the rights of others	85.5%	14.5%		85.7%	14.3%	
pay taxes without cheating	68.1%	29.0%	2.9%	72.9%	20.0%	7.1%
serve in the Defence Forces	10.1%	20.3%	69.6%	14.3%	18.6%	67.1%
work hard	56.5%	42.0%	1.4%	65.7%	34.3%	
take care of their family	88.2%	11.8%		87.0%	11.6%	1.4%
protest against unjust laws	56.5%	37.7%	5.8%	51.4%	40.0%	8.6%
respect public property	81.2%	18.8%		80.0%	20.0%	
respect people from different cultural backgrounds	55.1%	39.1%	5.8%	58.0%	34.8%	7.2%
treat people equally regardless of colour, race or religion	68.1%	27.5%	4.3%	70.0%	25.7%	4.3%
treat people equally regardless of gender	72.5%	26.1%	1.4%	71.4%	27.1%	1.4%
be responsible about one's own health	78.3%	21.7%		84.3%	15.7%	
help others in distress	75.4%	24.6%		78.6%	21.4%	
respect and look after the natural environment	66.7%	31.9%	1.4%	67.1%	31.4%	1.4%

B11 If you were elected to REPRESENT the members of a local community group, would you see YOUR ROLE as.....
(CIRCLE ONE NUMBER ONLY)

- 22.7%** speaking and voting on **only** those issues that group members had given you clear **instructions** about.
- 16.7%** speaking and voting according to your considered judgement of what would be best for your **group and its members**, even if they had not given you instructions
- 40.9%** speaking and voting according to your judgement of what would be best for **everyone** affected by the decision, even if your group did not benefit from these decisions
- 3.0%** speaking and voting according to what you saw was in **your** best interest
- 16.7%** attending the meeting but only to advise that you wanted **all** your group members directly involved in the discussion

B12 In general, who should participate in group decision-making?

	Yes Definitely	Yes Probably	Not Sure	Probably Not	Definitely Not
1 anyone who is likely to be greatly affected by the outcome of the group's decisions	70.8%	27.7%	1.5%		
2 anyone who may be affected to some degree	35.4%	58.5%	4.6%	1.5%	
3 anyone concerned about the impact of the decisions, even if it won't affect them directly	24.6%	56.9%	6.2%	10.8%	1.5%
4 anyone who is knowledgeable about the issues being discussed, even if it won't affect them directly	43.1%	41.5%	7.7%	7.7%	
5 anyone who is skilled at making difficult or important decisions, even if it won't affect them directly	32.8%	46.9%	7.8%	12.5%	
6 anyone willing to accept the decisions made by the majority of the group, even if that person is disadvantaged by the decision	25.0%	54.7%	10.9%	6.3%	3.1%
7 anyone willing to be polite and go along with the 'rules' for discussion accepted by the group	9.4%	23.4%	14.1%	34.4%	18.8%
8 anyone willing to say what they think rather than just listening	23.4%	42.2%	9.4%	17.2%	7.8%
9 anyone willing to do some of the work that might arise from the decisions	37.5%	59.4%		3.1%	

B13 How well do you think the following organisations and institutions PROTECT CITIZENS' INTERESTS?

	Very Well	Well	Poorly	Very Poorly	Don't Know
local community organisations	10.8%	53.8%	27.7%		7.7%
environmental organisations	12.1%	56.1%	18.2%	4.5%	9.1%
welfare rights organisations	9.2%	50.8%	23.1%	6.2%	10.8%
consumer organisations	18.2%	53.0%	15.2%	7.6%	6.1%
women's organisations	12.3%	60.0%	12.3%	1.5%	13.8%

commercial TV and radio	11.9%	38.8%	32.8%	11.9%	4.5%
the ABC and SBS	11.9%	57.3%	16.4%	6.0%	11.9%
Federal Parliament	3.0%	45.5%	28.8%	15.2%	7.6%
State Parliament	3.0%	37.9%	37.9%	13.6%	7.6%
political parties	3.0%	20.9%	44.8%	23.9%	7.5%
trade unions	3.0%	42.4%	31.8%	13.6%	9.1%
newspapers	7.5%	26.9%	41.8%	19.4%	4.5%
the courts	9.0%	47.8%	23.9%	11.9%	7.5%

B14 On a scale from 1 to 5, how STRONG is

	Very weak				Very strong
	1	2	3	4	5
your sense of identity as an Australian?	1.5%	4.4%	20.6%	29.4%	44.1%
your sense of belonging to the Australian community?	1.5%	4.4%	25.0%	26.5%	42.6%
your sense of responsibility to other Australians?	1.5%	2.9%	19.1%	36.8%	39.7%
your sense of attachment to Australia?	4.5%	1.5%	16.4%	28.4%	49.3%
your sense of attachment to another country?	67.2%	11.9%	14.9%	6.0%	
your support of democratic government in Australia?	7.5%	3.0%	17.9%	22.4%	49.3%
your sense of pride in Australian achievements?	1.5%	5.9%	17.6%	35.3%	39.7%
your sense of being an Australian citizen ?	3.0%	4.5%	11.9%	31.3%	49.3%
your sense that Australia is a place where your rights are protected?	3.0%	9.0%	23.9%	35.8%	28.4%

B15 Do you think the following STRENGTHEN or WEAKEN Australian DEMOCRACY?

	Strengthen Considerably	Strengthen Somewhat	Weaken	Weaken Considerably	Don't Know
a. shared values	30.8%	58.5%	7.7%		3.1%
b. common religious beliefs	4.7%	39.1%	17.2%	7.8%	31.3%
c. a common cultural background	4.6%	50.8%	16.9%	3.1%	24.6%
d. respect for tradition	10.8%	66.2%	9.2%	1.5%	12.3%
e. respect for cultural differences	27.7%	50.8%	12.3%	3.1%	6.2%
f. opportunities for citizen participation in government decision making	40.0%	44.6%	6.2%	4.6%	4.6%
g. a strong national identity	36.9%	47.7%	4.6%	3.1%	7.7%
h. full employment	52.3%	35.4%	4.6%	1.5%	6.2%
i. a Bill of Rights	31.3%	42.2%	9.4%	1.6%	15.6%
j. a republic	14.1%	37.5%	20.3%	6.3%	21.9%
k. knowledge of the Australian Constitution	16.9%	63.1%	4.6%	3.1%	12.3%
l. knowledge of Australian history	15.6%	62.5%	3.1%	3.1%	15.6%
m. knowledge of Australian political institutions and processes	16.9%	72.3%	1.5%	1.5%	7.7%
n. strong leaders	45.3%	35.9%	6.3%	4.7%	7.8%

o. abolition of state governments	6.3%	17.5%	38.1%	20.6%	17.5%
p. judges being elected rather than appointed	9.4%	31.3%	17.2%	9.4%	32.8%
q. federal elections every two years	3.1%	9.4%	51.6%	18.8%	17.2%
r. citizen-initiated referenda	14.3%	49.2%	7.9%	6.3%	22.2%
s. strong family values	57.1%	33.3%	3.2%		6.3%
t. abolition of local councils	6.5%	21.0%	40.3%	8.1%	24.2%
u. one vote, one value	52.3%	30.8%	4.6%	3.1%	9.2%
v. twelve (12) years of compulsory schooling	32.8%	31.3%	9.4%	4.7%	21.9%

What do you think would STRENGTHEN Australian democracy the most? And the second and third? (Please use letters above)

First **full employment 12.9%**

Second **full employment 17.1%**

Third **strong leaders 10.0%; strong family values 10.0%**

B16 All in all ...

	Very Good	Good	Average	Poor	Very Poor
how good a citizen do you think you are?	25.8%	53.0%	19.7%	1.5%	
how good a citizen are most Australians generally?	7.5%	37.3%	52.2%	3.0%	

SECTION C – PUBLIC INVOLVEMENTS AND VOTING BEHAVIOUR

C1 Here is a list of common types of voluntary groups and organisations. Please circle the KIND OF UNPAID INVOLVEMENT you have had in any of these groups during the PAST MONTH or so, and the TOTAL NUMBER OF HOURS it took. If you were not involved in a particular kind of group, skip to the next line.

	Valid Cases	Going to Meetings	Raising Funds	Hands on Work	Committee Member	Organising	Other	Total Hours Last Month
church related groups	11		18.2%	9.1%			72.7%	<20=72.7%
environmental groups	1	100.0%						<20=100.0%
sporting clubs (not including <i>playing</i> sport)	23	8.7%		4.3%	4.3%	8.7%	73.9%	<20=84.0%
music, art, literary or drama groups	5	40.0%	40.0%				20.0%	<20=100.0%
hobby or craft groups	5	40.0%		20.0%			40.0%	<20=100.0%
service organisations (eg Red Cross)	2	50.0%	50.0%					<20=100.0%
school-related groups (eg P&F)	10	10.0%	20.0%	20.0%			60.0%	<20=100.0%
emergency services (eg SES, CFA, ambulance)								
educational groups (eg Adult Ed.)	5	40.0%		20.0%			40.0%	<20=100.0%
business / professional	9	55.6%		11.1%			33.3%	<20=100.0%
consumer / advocacy								
women's groups (eg CWA, WEL)	1						100.0%	<20=100.0%

self-help / support (eg Alcoholics Anon.)	1	100.0%						
service clubs (eg Rotary)	3	33.3%					66.7%	<20=100.0%
farm / rural	1			100.0%				<20=100.0%
hobby / garden clubs	1			100.0%				<20=100.0%
ethnic organisations								
law / justice (eg Amnesty International)	1						100.0%	<20=100.0%
trade union	1	100.0%						<20=100.0%
heritage (eg Museums)								
community media (eg radio)								
animal welfare	2			100.0%				<20=100.0%
tourism-related groups	1	100.0%						<20=100.0%
recreation (eg chess)	2			50.0%			50.0%	<20=100.0%
youth groups (eg Scouts)	10	10.0%	10.0%				10.0%	<20=80.0%
internet groups								
other (please specify)	2						100.0%	<20=100.0%
.....								

PLEASE DON'T FORGET THE 'TOTAL HOURS' COLUMN! If no involvement in any of these groups or organisations, please go to question C5.

C2 For the group listed in C1 that took up the MOST TIME, how well does each of the following reasons explain your involvement?

	Very Important	Important	Unimportant	Not Applicable
personal / family involvement	50.0%	43.2%	4.5%	2.3%
to do something worthwhile	26.2%	54.8%	9.5%	9.5%
felt obliged	4.9%	26.8%	36.6%	31.7%
personal satisfaction	32.6%	53.5%	9.3%	4.7%
to learn new skills	14.3%	42.9%	16.7%	26.2%
religious beliefs	16.5%	4.8%	14.3%	64.3%
social contact	14.0%	44.2%	25.6%	16.3%
help others	40.9%	45.5%	2.3%	11.4%
to be active	27.9%	46.5%	16.3%	9.3%
to gain work experience	12.8%	12.8%	23.1%	51.3%
supporting a cause I believe in	42.9%	27.2%	11.9%	19.0%
building confidence	24.4%	31.7%	24.4%	19.5%
fun, enjoyment	36.4%	40.9%	13.6%	9.1%
to develop valuable networks	16.7%	31.0%	28.6%	23.8%

C3 In general, how often has your involvement in these groups or organisations

	Often	Sometimes	Seldom	Never
COST YOU MONEY?	58.7%	34.8%	4.3%	
TAKEN TIME FROM				
routine domestic duties?	40.9%	45.5%	11.4%	2.3%
education and training?	5.1%	30.8%	25.6%	38.5%
holidays and travel?	12.2%	12.2%	34.1%	41.5%

friendships?	9.3%	23.3%	30.2%	37.2%
family life?	17.8%	42.2%	28.9%	11.1%
leisure?	26.2%	38.1%	23.8%	11.9%
job?	10.3%	17.9%	20.5%	51.3%
other (please specify)		36.4%		63.6%
.....				
CAUSED YOU PHYSICAL OR MENTAL STRESS?	16.7%	21.4%	31.0%	31.0%

C4 To what extent has your past involvement enabled you to acquire or develop the following skills?

	A lot	A little	Not at all
understanding and developing policy	33.3%	45.2%	21.4%
formal procedures for meetings	66.7%	33.3%	
working with groups / teams	48.7%	39.5%	11.6%
decision-making	43.9%	34.1%	22.0%
public speaking	32.6%	44.2%	23.3%
leadership	50.0%	33.3%	16.7%
organising	46.5%	39.5%	14.0%
fund-raising	30.2%	39.5%	30.2%
financial management	13.9%	41.7%	44.4%
other (please specify)		50.0%	50.0%
.....			
.....			

C5 How many TIMES in the PAST YEAR have you contacted, either by yourself or with others,

a local Council alderman	0 = 84.8%; 4 or less times = 97.0%
a local Council officer	0 = 57.6%; 4 or less times = 92.4%
a State Member of Parliament	0 = 84.8%; 4 or less times = 95.5%
a State Public Servant	0 = 80.3%; 4 or less times = 86.4%
a Federal Member of Parliament	0 = 87.9%; 4 or less times = 95.5%
a Commonwealth Public Servant	0 = 71.2%; 4 or less times = 87.9%

C6 How many TIMES in the PAST YEAR have you ...

written a letter to a newspaper	0 = 93.9%
phoned a 'talk-back' radio program	0 = 90.9%
participated in a legal protest	0 = 92.4%
participated in an illegal protest	0 = 100.0%
attended a public meeting	0 = 77.3%
signed a petition	0 = 30.3%; 4 or less times = 97.0%

C7 How many TIMES in the PAST YEAR have you ...

participated in 'one-off' community events (eg 'Clean up Australia')	0 = 65.7%
participated in fund-raising for a charity or community group (eg door-knocking)	0 = 62.7%
donated your own money to a charity or community group	0 = 9.0%

donated your own money to a political party
or election candidate

0 = 93.9%

C8 If you did NOT participate in any of the groups listed in C1 or do any of the things mentioned in C5, C6 or C7, how important are the following reasons in explaining why not?

	Very Important	Important	Not Important
not interested	23.1%	30.8%	46.2%
people should take care of themselves	8.3%	50.0%	41.7%
other people have more to offer than me		53.8%	46.2%
don't have the necessary skills		42.9%	57.1%
haven't felt strongly enough about any issues	21.4%	42.9%	35.7%
never thought about it		69.2%	30.8%
lacking in confidence	15.4%	38.5%	46.2%
boring	7.7%	15.4%	76.9%
never been asked	14.3%	35.7%	50.0%
too busy	28.6%	35.7%	35.7%
too young		25.0%	75.0%
too shy	15.4%	30.8%	53.8%
it's pointless	15.4%	23.1%	61.5%
other (please specify)		100.0%	

C9 Did you vote in the LAST FEDERAL election (March 1996)?

- 1 yes 94.6%
- 2 no >>>> 6.0% ineligible; ill and injured; personal reasons

C10 How about the PREVIOUS FEDERAL election (March 1993)?

- 1 yes 93.9%
- 2 no >>>> 6.1% ineligible; overseas; ill and injured; personal reasons

C11 Which PARTY received your NUMBER 1 VOTE in these two FEDERAL ELECTIONS?

	LAST Federal Election (March 1996)		PREVIOUS Federal Election (March 1993)	
	House of Representatives	Senate	House of Representatives	Senate
Liberal Party	38.3%	35.2%	36.7%	31.5%
Australian Labor Party	41.7%	31.5%	41.7%	27.8%
National (Country) Party				
Australian Democrats	8.3%	13.0%	6.7%	14.8%
Greens	3.3%	9.3%	3.3%	5.6%
voted Independent	3.3%	5.6%		7.4%
voted informal	1.7%			
can't remember	3.3%	5.6%	11.7%	13.0%

C12 Did you vote in the LAST STATE election?

- 1 yes 95.5%
- 2 no >>>> 4.5% ineligible or personal reasons

C13 How about the PREVIOUS STATE election?

- 1 yes 92.5%
- 2 no >>>> 7.5% ineligible; overseas or personal

C14 Which PARTY received your NUMBER 1 VOTE in these two STATE ELECTIONS?

	LAST State Election		PREVIOUS State Election	
	Legislative Assembly	Upper House	Legislative Assembly	Upper House
Liberal Party	33.9%	27.3%	27.6%	29.6%
Australian Labor Party	38.7%	34.5%	36.2%	27.8%
National (Country) Party			1.7%	
Australian Democrats	6.5%	3.6%	6.9%	5.6%
Greens	9.7%	12.7%	10.3%	11.1%
voted Independent	3.2%	12.7%		5.6%
voted informal	1.6%		1.7%	
can't remember	6.5%	9.1%	15.5%	20.4%
no Upper House in my state				
other (please specify)				
.....				

C15 If voting in elections was NOT COMPULSORY, would you have voted in

	Definitely	Probably	Maybe	Probably Not	Definitely Not
the last FEDERAL election	61.2%	25.4%	4.5%	6.0%	3.0%
the last STATE election	61.2%	25.4%	7.5%	3.0%	3.0%

C16 If a federal election was held tomorrow, which POLITICAL PARTY would you VOTE for? (Circle one)

- 1 the Liberal Party 26.9%
- 2 the National Party
- 3 the Australian Labor Party 32.8%
- 4 the Australian Democrats 11.9%
- 5 the Australian Greens 3.4%
- 6 other (please specify) 4.5%
- 7 don't know 19.4%

SECTION D – SCHOOLING

D1 Do you have CHILDREN AT SCHOOL?

- 1 yes 100%
- 2 no << If 'no', please go to question D3 >>

D2 How many are now at PRIMARY school? and now at HIGH school?

0 = 58.8%; 1 = 33.8%; 2 = 5.9%; 3 = 1.5% children 1 = 41.2%; 2 = 50%; 3 = 8.8% children

Is this a

- | | |
|---|---|
| 1 Government (state) primary school? 100.0% | 1 Government (state) high school? 98.5% |
| 2 Catholic local parish primary school? | 2 Catholic local parish high school? |
| 3 Catholic major college primary school? | 3 Catholic major college high school? |
| 4 other private (independent) primary school? | 4 other private (independent) high school? 1.5% |

D3 If you don't have children at school, do you have children who have PREVIOUSLY ATTENDED school?

- 1 yes 66.7%
- 2 no << Please go to question D5 >> 33.3%

D4 In what year did you last have a child attending school? 1997 = 100.0%

D5 For Australian schools in general, HOW IMPORTANT to YOU are the following OBJECTIVES of schooling?

		Very Important	Important	Not Important	Not Sure
a	teach literacy and numeracy	92.6%	7.4%		
b	teach people how to get along with each other	72.1%	27.9%		
c	develop independent thinking	77.9%	20.6%	1.5%	
d	develop respect for people from different backgrounds	67.6%	27.9%	4.4%	
e	develop employment skills	69.1%	27.9%	2.9%	
f	develop self discipline	77.9%	22.1%		
g	get students into university	13.4%	53.7%	32.8%	
h	develop loyalty to Australia	26.9%	49.3%	20.9%	3.0%
i	provide a general education	69.1%	30.9%		
j	promote responsible citizenship	57.4%	41.2%	1.5%	
k	develop self esteem and self-confidence	75.0%	25.0%		
l	develop respect for the law	69.1%	30.9%		
m	develop respect for authority	52.9%	42.6%	4.4%	
n	keep young people out of trouble	42.6%	42.6%	13.2%	1.5%

o	acquire general knowledge	58.8%	36.8%	4.4%	
p	promote religious values	9.0%	31.3%	56.7%	3.0%

What are the three most important OBJECTIVES schools SHOULD seek to accomplish (Please use the letters above)

First most important	<i>literacy and numeracy</i>	52.9%
Second most important	<i>literacy and numeracy</i>	15.7%
Third most important	<i>independent thinking</i>	15.7%; self esteem and self confidence 15.7%

D6 HOW WELL do schools actually ACHIEVE these same objectives? Please answer for the SCHOOL YOUR OLDEST CHILD CURRENTLY ATTENDS. (If your children have left school, please answer for the school last attended by the child who completed schooling most recently)

	Achieves Very Well	Achieves Fairly Well	Not Sure	Achieves Fairly Poorly	Achieves Very Poorly
a teach literacy and numeracy	29.4%	51.5%	7.4%	8.8%	2.9%
b teach people how to get along with each other	19.1%	57.3%	17.6%	4.4%	1.5%
c develop independent thinking	27.9%	58.8%	7.4%	5.9%	
d develop respect for people from different backgrounds	19.1%	57.4%	17.6%	4.4%	1.5%
e develop employment skills	13.2%	48.5%	26.5%	8.8%	2.9%
f develop self discipline	14.7%	55.9%	13.2%	11.8%	4.4%
g get students into university	9.2%	46.3%	32.8%	10.4%	1.5%
h develop loyalty to Australia	4.5%	35.8%	50.7%	4.5%	4.5%
i provide a general education	22.4%	68.7%	4.5%	3.0%	1.5%
j promote responsible citizenship	10.3%	57.4%	26.5%	1.5%	4.4%
k develop self esteem and self-confidence	20.6%	54.4%	13.2%	5.9%	5.9%
l develop respect for the law	16.2%	47.1%	26.5%	5.9%	4.4%
m develop respect for authority	17.8%	45.6%	22.1%	10.3%	4.4%
n keep young people out of trouble	9.0%	43.3%	37.3%	6.0%	4.5%
o acquire general knowledge	14.7%	67.6%	10.3%	7.4%	
p promote religious values	4.6%	9.2%	58.5%	18.5%	9.2%

D7 In preparing students for their roles as CITIZENS, how strongly SHOULD schools emphasise teaching each of the following?

	Very Strongly	Strongly	Very little	Not at all
a respect for the law	52.2%	46.3%	1.5%	

b	current issues	31.8%	65.2%	1.5%	1.5%
c	how to evaluate public policies	23.9%	61.2%	13.4%	1.5%
d	how to deliberate and reach agreement with others	47.8%	47.8%	4.5%	
e	how to judge politicians	12.3%	50.8%	27.7%	9.2%
f	Australian history	28.4%	56.7%	13.4%	1.5%
g	about their rights as citizens	40.3%	53.7%	6.0%	
h	about their duties and obligations as citizens	50.7%	47.8%	1.5%	
i	how to present a point of view in public	39.4%	47.0%	13.6%	
j	how to listen and change your point of view	40.3%	50.7%	9.0%	
k	about the Australian Constitution	22.4%	64.2%	13.4%	
l	loyalty to Australia	29.9%	47.8%	22.4%	
m	about Australian political institutions and processes	23.9%	61.2%	14.9%	
n	respect for the rights of others	62.7%	37.3%		
o	promote an Australian identity	28.8%	47.0%	22.7%	1.5%
p	develop a sense of public service	32.8%	58.2%	9.0%	
q	develop a sense of justice	54.5%	43.9%	1.5%	
r	how to make informed choices about their lives	71.6%	28.4%		
s	about social conflicts in Australian history	22.4%	59.7%	17.9%	

Which of these do you think is the MOST IMPORTANT? And the second and third?
(Please use letters above)

First most important	respect for the law 24.3%
Second most important	respect for the rights of others 21.4%
Third most important	respect for the rights of others 21.4%

D8 How strongly do you agree or disagree with the following statements about schooling?

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Don't Know
Australian schools generally do a good job.	10.4%	59.7%	16.4%	13.4%		
The schools my children have attended have generally done a good job.	28.8%	53.0%	10.6%	6.1%	1.5%	
Government (State) schools generally do a good job.	11.9%	65.7%	13.4%	9.0%		
Catholic schools generally do a good job.	7.6%	33.3%	28.8%			30.3%
Other non-government schools generally do a good job.	10.6%	50.0%	16.7%			22.7%

The schools my children have attended seem to be improving.	7.6%	39.4%	33.3%	15.2%		4.5%
Schools seem to be getting better at communicating with their local communities.	10.6%	43.9%	28.8%	12.1%	1.5%	3.0%
Numeracy levels are increasing for most students.	4.5%	20.9%	35.8%	23.9%	4.5%	10.4%
Literacy levels are increasing for most students.	4.5%	14.9%	38.8%	25.4%	6.0%	10.4%
All schools in all states should teach the same courses (ie adopt a national curriculum).	38.8%	40.3%	10.4%	10.4%		
Students with physical disabilities should be integrated into mainstream schools.	28.4%	47.8%	14.9%	4.5%	1.5%	3.0%
Students with learning difficulties should be integrated into mainstream schools.	19.4%	26.9%	20.9%	22.4%	4.5%	6.0%
All same-age students in all states should be assessed in the same way.	26.9%	44.8%	11.9%	11.9%	3.0%	1.5%
School Councils made up of parents, teachers and community members should be consulted about important decisions about their school.	32.3%	60.0%	4.6%	3.1%		
School Councils made up of parents, teachers and community members should be directly involved in important decisions about their school.	31.3%	53.7%	6.0%	9.0%		
Where possible, local schools should make their own decisions about what they do and how they do it (ie school-based management).	19.4%	34.3%	28.4%	10.4%	4.5%	3.0%
All parents should be required to send their children to school rather than educating them at home.	11.9%	17.9%	35.8%	26.9%	7.5%	

D9 Do you think the FUNDING available to GOVERNMENT (STATE) SCHOOLS is ...

1 far too high << Please go to D11 >>	3.0%
2 a bit high << Please go to D11 >>	
3 about right << Please go to D11 >>	11.9%
4 a bit low	25.4%
5 far too low	55.2%
6 not sure	4.5%

D10 If you think MORE money should be spent on GOVERNMENT (STATE) SCHOOLS, should this extra money come from

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
higher income taxes generally	3.8%	13.2%	67.9%	15.1%	
higher income taxes on high-income earners	11.3%	45.3%	32.1%	11.3%	
higher fees paid by parents		5.8%	61.5%	30.8%	1.9%
more fund-raising by School Councils and P&F groups	1.9%	15.4%	55.8%	25.0%	1.9%
shifting money from other areas of government spending	40.4%	51.9%	3.8%	3.8%	
a special levy (like the Medicare levy)	3.8%	25.0%	50.0%	17.3%	3.8%
other (please specify)	50.0%	16.7%	8.3%	25.0%	
.....					
.....					

D11 If LESS money was to be spent on GOVERNMENT (STATE) SCHOOLS, should savings be created by

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
paying teachers less	8.2%	11.5%	50.8%	26.2%	3.3%
cutting back on buildings and equipment	1.6%	3.3%	62.3%	31.1%	1.6%
encouraging parents to send their children to private schools	1.6%	6.6%	52.5%	36.1%	3.3%
reducing the range of subjects available to students	1.7%	16.7%	53.3%	25.0%	3.3%
cutting back on non-academic activities like sport, music, drama, etc.	8.2%	16.4%	44.3%	27.9%	3.3%
making class sizes larger to reduce the number of teachers required	4.9%	6.6%	32.8%	52.5%	3.3%
other (please specify)	33.3%	33.3%	8.3%	8.3%	16.7%
.....					
.....					

D12 Does your school have, and are YOU a member of, any SCHOOL COMMITTEES or decision making groups? (Circle more than one if appropriate)

	Member?		Decision Making Groups?	
	Yes	No	Yes	No
School Council	5.6%	94.4%	21.2%	78.8%
P & F	13.6%	86.4%	39.3%	60.7%
Curriculum Committee		100.0%	7.0%	93.0%

Student discipline	2.0%	98.0%	11.6%	88.4%
Student assessment	2.0%	98.0%	11.6%	88.4%
School planning	2.0%	98.0%	15.9%	84.1%
School evaluation	4.0%	96.0%	13.6%	86.4%
Staffing		100.0%	7.1%	92.9%
Finances	2.0%	98.0%	14.0%	86.0%
other (please specify)		100.0%		100.0%
.....				

D13 In this school, to what extent are most parents actively involved in decision making?

1. a great deal 9.7%
2. some 48.4%
3. very little 40.3%
4. not at all 1.6%

D14 How many times during the last term of Year 9 did you talk to your child's teachers about your child's progress and programs at school?

0 = 17.9%; 1 - 3 times = 73%; 4 - 6 times = 21.4%

D15 How would you rate RELATIONSHIPS between each of the following in your school?

	Very Good	Good	Poor	Very Poor	Don't Know
among students	9.0%	73.1%	9.0%	1.5%	7.5%
among teachers	10.4%	65.7%	3.0%	1.5%	19.4%
teachers and the Principal	9.0%	46.3%	4.5%		40.3%
parents and Principal	7.5%	55.2%	11.9%		25.4%
the Principal and students	7.6%	51.5%	19.7%	3.0%	18.2%
teachers and students	19.7%	71.2%	1.5%	1.5%	6.1%
teachers and parents	12.1%	66.7%	4.5%	3.0%	13.6%

D16 How would you rate your school on each of the following aspects?

	Excellent	Good	Fair	Poor
teacher interest in students	22.1%	57.4%	20.6%	
effective discipline	8.8%	57.4%	27.9%	5.9%
student behaviour	5.9%	60.3%	32.4%	1.5%
fair discipline	7.5%	68.7%	20.9%	3.0%
school spirit	8.8%	54.4%	35.3%	1.5%
effective teaching	8.8%	69.1%	22.1%	
teacher respect for students	7.6%	60.6%	30.3%	1.5%
well prepared teachers	7.8%	60.9%	31.3%	
good working atmosphere	6.1%	62.1%	32.8%	
opportunity for staff involvement in decision making	7.1%	53.6%	39.3%	
teacher morale	6.6%	50.8%	36.1%	6.6%
teacher professionalism	11.3%	66.1%	19.4%	3.2%
academic program	9.4%	71.9%	18.8%	
parent-school relations	10.6%	57.6%	30.3%	1.5%

a safe place to be	20.6%	57.4%	20.6%	1.5%
wide subject choice	17.9%	62.7%	19.4%	
responsiveness to student concerns	12.5%	54.7%	28.1%	4.7%
interested and hard-working students	4.7%	70.3%	23.4%	1.6%
good facilities	13.2%	55.9%	30.9%	
effective leadership by school principal	11.1%	54.0%	28.6%	6.3%

D17 A FAIR SCHOOL is one that

	Strongly Agree	Agree	Disagree	Strongly Disagree
applies discipline rules equally to all students	46.3%	52.2%	1.5%	
gives the same educational resources (eg subject choices, good teachers) to all students equally	51.5%	42.6%	4.4%	1.5%
gives educational resources to students according to student needs	27.9%	58.8%	10.3%	2.9%
concentrates on getting students into University	4.4%	26.5%	64.7%	4.4%
assesses students on how hard they try, not how well they perform	17.9%	47.8%	32.8%	1.5%
assesses students on how well they perform, not how hard they try	6.0%	28.4%	58.2%	7.5%
allows students to select their subjects and subject levels	11.9%	53.7%	31.3%	3.0%
offers a wide range of subject choices	22.1%	63.2%	14.7%	
is a safe place for all students	48.5%	51.5%		
uses the same teaching methods with all students in each subject area	19.1%	27.9%	41.2%	11.8%

D18 Given your conception of fairness HOW FAIR is this school in terms of the following:

	Very Fair	Fair	Unfair	Very Unfair
educational resources	30.3%	69.7%		
range of subject choice	37.9%	59.1%	3.0%	
teaching methods	24.6%	72.3%	3.1%	
assessment and grading	25.4%	71.4%	3.2%	
safety of students	30.8%	67.7%	1.5%	
student choice of subjects	32.3%	66.2%	1.5%	
discipline rules	26.2%	70.8%	1.5%	1.5%

D19 How important do you think each of the following objectives should be in this school?

	Very Important	Important	Unimportant	Very Unimportant
teach literacy and numeracy	86.6%	13.4%		
teach people how to get along with each other	73.1%	26.9%		
develop independent thinking	73.1%	26.9%		
develop respect for people from different backgrounds	50.7%	43.3%	4.5%	1.5%
develop employment skills	55.2%	41.8%	3.0%	
develop self discipline	68.7%	31.3%		
get students into university	18.5%	52.3%	27.7%	1.5%
develop loyalty to Australia	31.3%	46.3%	20.9%	1.5%
provide a general education	70.1%	29.9%		

promote responsible citizenship	50.7%	44.8%	4.5%	
develop self esteem	73.1%	26.9%		
promote critical thinking	56.7%	34.3%	9.0%	
promote an Australian identity	28.4%	52.2%	17.9%	1.5%
develop respect for the law	67.2%	29.9%	3.0%	
develop respect for authority	56.7%	40.3%	3.0%	
keep young people out of trouble	44.8%	41.8%	11.9%	1.5%
acquire general knowledge	62.7%	35.8%	1.5%	
promote religious values	10.6%	27.3%	50.0%	12.1%

What are the three most important objectives this school should seek to accomplish?

First most important	<i>literacy and numeracy</i>	50%
Second most important	<i>teach people how to get along with each other</i>	21.4%
Third most important	<i>develop independent thinking</i>	14.3%

D20 How well does this school actually accomplishment each of the following objectives?

	Very Well	Well	Poorly	Very Poorly	Don't Know
teach literacy and numeracy	12.1%	74.2%	13.6%		
teach people how to get along with each other	12.3%	70.8%	12.3%	1.5%	3.1%
develop independent thinking	13.8%	75.4%	7.7%		3.1%
develop respect for people from different backgrounds	9.2%	63.1%	12.3%		15.4%
develop employment skills	10.6%	71.2%	9.1%	1.5%	7.6%
develop self discipline	9.4%	65.6%	17.2%	3.1%	4.7%
get students into university	9.5%	55.6%	15.9%		19.0%
develop loyalty to Australia	7.9%	47.6%	17.5%		27.0%
provide a general education	14.1%	76.6%	9.4%		
promote responsible citizenship	7.8%	65.6%	9.4%		17.2%
develop self esteem	15.6%	59.4%	14.1%	3.1%	7.8%
promote critical thinking	7.8%	60.9%	14.1%		17.2%
promote an Australian identity	6.2%	47.7%	18.5%	1.5%	26.2%
develop respect for the law	6.2%	64.6%	12.3%	3.1%	13.8%
develop respect for authority	7.7%	63.1%	15.4%	1.5%	12.3%
keep young people out of trouble	4.7%	59.4%	12.5%	1.6%	21.9%
acquire general knowledge	7.8%	78.1%	9.4%	1.6%	3.1%
promote religious values	3.1%	15.6%	18.8%	14.1%	48.4%

D21 Please indicate who in your FAMILY is GENERALLY responsible for DECISIONS about each of the following matters -

	Mother	Father	Mother & Father	Parents (one or both) & kids	Kids
Banking	30.9%	17.6%	47.1%	4.4%	
Holiday decisions	16.4%	4.5%	28.4%	50.7%	
Paying bills	39.7%	20.6%	39.7%		
Food Shopping	70.6%	2.9%	22.1%	4.4%	
Relations with school	50.0%	2.9%	30.9%	16.2%	

Gardening	37.3%	20.9%	35.8%	6.0%	
Care of family pets	19.7%	8.2%	6.6%	62.3%	3.3%
Homework	12.1%		25.8%	36.4%	25.8%
When the kids could go out	14.9%		52.2%	32.8%	
Who the kids could go out with	13.4%		44.8%	35.8%	6.0%
Household chores	26.9%		29.9%	41.8%	1.5%
Discipline of kids	16.4%		74.6%	9.0%	
Which movies to see	13.2%		38.2%	44.1%	4.4%
Which TV programs to watch	9.0%	1.5%	29.9%	52.2%	7.5%
How much TV to watch	11.8%	1.5%	39.7%	41.2%	5.9%
What kids should be allowed to do	10.3%		45.6%	42.6%	1.5%

D22 Please indicate how IMPORTANT you have regarded each of the following in bringing your children up?

	Very important	Important	Unimportant	Very Unimportant
To be religious	9.0%	20.9%	52.2%	17.9%
To have a strong sense of responsibility to others	55.9%	44.1%		
To be courteous	20.3%	38.2%	1.5%	
To be independent	54.4%	45.6%		
Not to question those in authority	13.2%	32.4%	48.5%	5.9%
To have good manners	63.2%	35.3%	1.5%	
To share with others	48.5%	51.5%		
To have a strong sense of justice or fairness	57.4%	42.6%		
To be highly self disciplined	50.0%	48.5%	1.5%	
To be self reliant	52.2%	47.8%		
To respect the environment	45.6%	51.5%	2.9%	
To think for yourself	63.2%	36.8%		
To work hard	55.2%	44.8%		
To respect other people's rights	68.7%	31.3%		
To respect older people	54.4%	41.2%	4.4%	
To always fulfil your obligations	60.3%	39.7%		
To value education very highly	61.2%	37.3%	1.5%	
To always listen to other people	38.8%	56.7%	3.0%	1.5%

To respect people from different cultural backgrounds	36.8%	58.8%	4.4%	
To be honest / to tell the truth	74.6%	25.4%		
To support a particular political party	3.1%	4.6%	72.3%	20.0%
Never to cause physical harm to others	64.2%	32.8%	1.5%	1.5%
To respect Aboriginal culture and rights	25.4%	58.2%	13.4%	3.0%
To respect other people's property	61.8%	38.2%		
To respect public property	57.4%	42.6%		
To care for the less fortunate	36.8%	60.3%	2.9%	

D23 How many times over the past two weeks have you discussed social and political matters with your children?

0 = 18.5%; 1 - 5 times = 44.6%; 6 - 10 times = 26.1%; 12 - 20 times = 10.8%

SECTION E — PERSONAL BACKGROUND

E1 What is your POSTCODE? *majority of families live within 10 kilometres radius of school.*

E2 Are you MALE or FEMALE?

- 1 female 67.6%
- 2 male 32.4%

E3 In what YEAR were you born?

Parents ranged in age from 31 to 54 years of age.

E4 Would you identify yourself as ...

- 1 Aboriginal
- 2 African
- 3 East Asian (eg Chinese) 1.6%
- 4 South East Asian (eg Indonesian)
- 5 European or Caucasian 54.7%
- 6 Pacific Islander
- 7 South Asian (eg Indian)
- 8 Torres Strait Islander 1.6%
- 9 mixed (please specify)
- 10 other (please specify) 6.3%
- 11 Australian 35.9%

E5 Where were you BORN? And your parents?

	You	Your Mother	Your Father
Australia	80.6%	74.6%	71.6%
England	11.9%	16.4%	14.9%
Scotland		1.5%	

Italy			
Greece			
New Zealand	3.0%	3.0%	3.0%
Vietnam			
other (Please specify)			
.....	4.5%	4.5%	10.4%
don't know			

E6 What is your MARITAL STATUS?

- 1 never married
- 2 now married (including de facto relationships) **92.6 %**
- 3 widowed
- 4 divorced or separated **7.4 %**

E7 How many children have you had?

1 - 3 children = 82.3%; 4 - 7 children = 17.7%

E8 What is your national citizenship?

- 1 Australian **89.7 %**
- 2 Australian plus other **4.4 %**
- 3 other << please go to question E10 >> **5.9 %**

E9 When did you become an Australian citizen?

- 1 at birth **85.2 %**
- 2 **14.8 %** were naturalised between 1981 and 1995

E10 When you were growing up, what was the MAIN LANGUAGE(S) spoken at home?

- 1 English **95.6 %**
- 2 English plus other (please specify) **1.5 %**
- 3 other (please specify) **2.9 %**

and now?

- 1 English **98.5 %**
- 2 English plus other (please specify) **1.5 %**
- 3 other (please specify)

E11 What is your HIGHEST level of EDUCATION, and what level did your PARENTS reach?

	You	Female Parent or Guardian	Male Parent or Guardian
Primary		11.8%	13.2%
some Secondary	7.5%	39.7%	30.9%

Year 10	26.9%	19.1%	20.6%
Year 11	6.0%		
Year 12		7.4%	1.5%
some TAFE/Trade Course	6.0%	1.5%	4.4%
TAFE/Trade diploma, certificate	17.9%	5.9%	13.2%
some University/CAE	7.5%		
University/CAE Graduate	16.4%	7.4%	2.9%
post-graduate (University)	9.0%		2.9%
don't know	1.5%	7.4%	10.3%
other (please specify).....	1.5%		

E12 What kind of SCHOOL did you last attend? And your PARENTS?

	You	Female Parent or Guardian	Male Parent or Guardian
Government (state) school	91.2%	79.4%	79.4%
Catholic- Local parish school	1.5%	4.4%	1.5%
Catholic - Major college	1.5%		
Independent school	4.4%	5.9%	5.9%
other private school	1.5%	1.5%	1.5%
don't know		8.8%	11.8%

E13 When you were at school

	Well above average	Above average	Average	Below average	Well below average
How well did you do at					
English	23.5%	29.4%	45.6%		1.5%
Maths	16.2%	23.5%	52.9%	7.4%	
Science	10.6%	27.3%	54.5%	7.6%	
Social Studies / History / Geography	14.9%	28.4%	52.2%	4.5%	
your subjects overall	14.7%	38.2%	45.6%	1.5%	

E14 When you were at school, were you (Circle one option only)

- 36.8%** really interested in what you were learning and working hard to do well
29.4% really interested but only working moderately hard
13.2% not really interested in what you were learning but working hard to do well
17.6% not really interested in what you were learning but went along with the routines and didn't make waves
1.5% really turned off by school work and didn't go along with school routines
1.5% other (please specify)

E15 In which of the following school-organised activities did you participate?

	Often	Sometimes	Rarely	Never	Not available
sport	50.7%	37.3%	10.4%	1.5%	
community work	6.1%	31.8%	19.7%	24.2%	18.2%
music, band or orchestra	14.1%	17.2%	21.9%	39.1%	7.8%
debating	6.2%	10.8%	13.8%	55.4%	13.8%
drama, theatre, dance, school play	6.2%	29.2%	20.0%	27.7%	16.9%
activities such as chess, photography	6.2%	12.3%	21.5%	35.4%	24.6%

E16 In your thinking about what to do when you left school, who or what was the most important influence on your choice? And second most important? And third most important? (Use letters below)

	First	Second	Third
a friends	10.0%	15.7%	14.3%
b teachers	10.0%	17.1%	8.6%
c parents	41.4%	18.6%	10.0%
d careers information	10.0%	12.9%	11.4%
f news stories		2.9%	4.3%
g TV programs	1.4%		2.9%
h brothers/sisters	4.3%		4.3%
i relatives	1.4%	8.6%	4.3%
j minister/priest etc.			2.9%
k counsellor		2.9%	2.9%
l famous people			
m no one	11.4%	2.9%	14.3%

First most important *parents 41.4%*
Second most important *parents 18.6%*
Third most important *friends 14.3%; no-one 14.3%*

E17 How important were the following REASONS in your thinking about which CAREER to choose:

	Very Important	Important	Unimportant
a to serve God	3.1%	9.2%	87.7%
b to make good money quickly	6.0%	44.8%	49.3%
c to make lots of money	9.0%	28.4%	62.7%
d to do something that is socially valuable	11.9%	49.3%	38.8%
e to have high social status and prestige	4.5%	19.7%	75.8%
f to have power	3.0%	19.7%	77.3%
g to keep your options open	23.9%	67.2%	9.0%
h to do interesting work	47.8%	50.7%	1.5%
i to help the disadvantaged	4.5%	36.4%	59.1%
j to get out of school as soon as possible	16.4%	19.4%	64.2%
k to help your family financially	11.9%	31.3%	56.7%

l to become famous		6.0%	94.0%
m other (please specify)	25.0%	12.5%	62.5%

E18 Please indicate roughly the number of HOURS you spent with your FRIENDS in the LAST WEEK

	Number of Hours
playing cards, computer games, or other indoor activities	0 = 73.0%; <10 = 23.8%; >10 = 3.2%
talking on the phone	0 = 14.3%; <10 = 79.4%; >10 = 6.4%
talking	0 = 23.8%; <10 = 65.1%; >10 = 11.1%
playing sport	0 = 76.2%; <10 = 22.2%; >10 = 1.6%
at the movies, theatre, concerts, etc	0 = 82.5%; <10 = 14.3%; >10 = 3.2%
watching TV or videos	0 = 46.0%; <10 = 38.1%; >10 = 15.9%
shopping	0 = 58.7%; <10 = 39.7%; >10 = 1.6%
bushwalking, camping, sailing, etc	0 = 90.5%; <10 = 6.3%; >10 = 3.2%
having them over for a meal or snack	0 = 68.3%; <10 = 31.7%;
going to their place for a meal or snack	0 = 74.6%; <10 = 23.8%; >10 = 1.6%
going out for a drink	0 = 76.2%; <10 = 20.6%; >10 = 3.2%
at children's sporting events	0 = 60.3%; <10 = 38.1%; >10 = 1.6%
at other sporting events	0 = 87.3%; <10 = 12.1%; >10 = 1.6%
just visiting	0 = 61.9%; <10 = 28.1%;
doing community work	0 = 93.7%; <10 = 6.3%
other (please specify)	0 = 95.3%; <10 = 4.6%

E19 How IMPORTANT are each of the following in your life?

	Very important	Important	Unimportant
newspapers and magazines	26.5%	61.8%	11.8%
music	27.9%	55.9%	16.2%
films and videos	8.8%	54.4%	36.8%
television	11.8%	61.8%	26.5%
books	47.1%	42.6%	10.3%
radio	20.6%	54.4%	25.0%

E20 Which RADIO STATIONS do you listen to?

	Often	Sometimes	Seldom	Never
commercial rock/pop music stations	26.2%	29.5%	29.5%	14.8%

commercial 'easy-listening' music stations	15.4%	46.2%	21.5%	16.9%
commercial 'talk' stations	54.5%	18.2%	27.3%	
Radio National	19.7%	21.3%	21.3%	37.7%
local ABC	34.9%	20.6%	17.5%	27.0%
JJJ	5.3%	17.5%	22.8%	54.4%
other	10.0%	20.0%	20.0%	50.0%

E21 How often would you watch the following types of FILMS and VIDEOS?

	Often	Sometimes	Seldom	Never
adventure	19.4%	52.2%	28.4%	
youth culture	1.5%	31.3%	37.3%	29.9%
animation	3.0%	23.9%	46.3%	26.9%
the sort of films they show on SBS TV	7.5%	23.9%	38.8%	29.9%
romance	9.0%	59.7%	23.9%	7.5%
comedy	32.4%	57.4%	8.8%	1.5%
horror	4.5%	22.4%	32.8%	40.3%
sci-fi	6.0%	34.3%	41.8%	17.9%
drama	33.3%	57.1%	7.9%	1.6%
other (please specify).....	75.0%			25.0%

E22 How often would you watch the following types of TELEVISION programs?

	Often	Sometimes	Seldom	Never
news and current affairs	79.4%	17.6%	2.9%	
music and youth culture	1.5%	38.2%	41.2%	19.1%
sports	38.2%	17.6%	39.7%	4.4%
soapies	7.4%	20.6%	36.8%	35.3%
Australian comedy	11.8%	57.4%	30.9%	
British comedy	25.4%	50.7%	20.9%	3.0%
American comedy	10.3%	39.7%	36.8%	13.2%
documentaries	37.3%	49.3%	10.4%	3.0%
police and medical dramas	29.4%	36.8%	29.4%	4.4%
other drama	10.4%	64.2%	19.4%	6.0%
cartoons	1.5%	23.5%	54.4%	20.6%
variety (eg Hey Hey It's Saturday)	8.8%	25.0%	48.5%	17.6%

game shows	10.4%	26.9%	40.0%	22.4%
lifestyle (eg Getaway, Money, Our House)	30.9%	35.3%	30.9%	2.9%
other (please specify).....	42.9%	28.6%	14.3%	14.3%

E23 Who or what do you think has MOST INFLUENCED your views about SOCIAL AND POLITICAL ISSUES? The second most influence? And third? (PLEASE USE LETTERS BELOW)

	First	Second	Third
a parents	35.7%	5.7%	8.7%
b teachers		10.0%	2.9%
c school		4.3%	2.9%
d friends	7.1%	14.3%	10.1%
e books	4.3%	4.3%	10.1%
f TV newstories / documentaries	32.9%	20.0%	11.6%
g priest / minister		1.4%	
h religion	2.9%		7.2%
i newspapers / magazines	4.3%	18.6%	20.3%
j brothers, sisters		2.9%	2.9%
k other adults	8.6%	8.6%	14.5%
l music		5.7%	2.9%
m movies, videos			1.4%

First most influence *parents* **35.7%**

Second most influence *TV newstories/documentaries* **20.0%**

Third most influence *newspapers/magazines* **20.3%**

E24 As far as you know, which POLITICAL PARTY did your mother FAVOUR when you were about 16 years old? And your father?

	Female Parent or Guardian	Male Parent or Guardian
Liberal Party	44.3%	39.3%
Australian Labor Party	42.6%	47.5%
National (Country) Party	1.6%	1.6%
Australian Democrats	1.6%	
Greens		
Democratic Labor Party	1.6%	3.3%
Communist Party		
other	8.2%	8.2%

E25 As far as you know, is (was) your mother or your father a MEMBER of a political party?

Your mother?			Your father?		
1	yes	4.4 %	1	yes	13.2 %
2	no	91.2 %	2	no	80.9 %
3	don't know	4.4 %	3	don't know	5.9 %

If 'Yes', which political party did your mother belong to? And your father?

	Female Parent or Guardian	Male Parent or Guardian
Liberal Party	25.0%	40.0%
Australian Labor Party	75.0%	40.0%
National (Country) Party		
Australian Democrats		
Greens		
Democratic Labor Party		10.0%
Communist Party		
other		10.0%

E26 Does (did) your mother belong to any VOLUNTARY ORGANISATIONS or COMMUNITY GROUPS? And what about your father?

	Your Mother or Female Guardian	Your Father or Male Guardian
yes	45.2%	37.5%
no	54.8%	62.5%

E27 What is your religion or faith? And your Mother, and Father?

	You	Your Mother Or Female Guardian	Your Father or Male Guardian
Anglican/Church of England	49.2%	59.7%	55.2%
Uniting Church/Methodist	12.3%	13.4%	10.4%
Roman Catholic	9.2%	13.4%	9.0%
Presbyterian	1.5%	4.5%	3.0%
Orthodox			
Lutheran			
Buddhist			
Baptist	1.5%		1.5%
Jewish			
Islamic			
Hindu			
other Christian (please specify)	3.1%	1.5%	3.0%
other non-Christian (please specify)	1.5%	3.0%	1.5%
no religion	18.5%	3.0%	10.4%
don't know	3.1%	1.5%	6.0%

E28 How important has your religious faith / upbringing been in giving you ...

	Very Important	Important	Not Important	Not Applicable
values to live by?	38.8%	35.8%	16.4%	9.0%
access to God?	16.4%	25.4%	40.3%	17.9%
inner strength and peace?	22.7%	24.2%	39.4%	13.6%
a sense of purpose in life?	26.9%	23.9%	38.8%	10.4%
moral standards?	35.8%	43.3%	14.9%	6.0%

E30 Apart from religious weddings, funerals and name-givings, how many TIMES have YOU ATTENDED religious services or ceremonies in the LAST MONTH?

0 = 76.1%; 4 or less = 16.4%; 5 and 20 times = 7.5%

E31 Please indicate how much IMPORTANCE was placed on the following in the way YOU were brought up by your parents (guardians).

	Very important	Important	Unimportant
to be religious	10.3%	41.2%	48.5%
to have a strong sense of responsibility to others	44.1%	55.9%	
not to question those in authority	41.2%	42.6%	16.2%
to have good manners	72.1%	27.9%	
to share with others	55.9%	44.1%	
to have a strong sense of justice or fairness	52.9%	44.1%	2.9%
to be self disciplined	41.2%	54.4%	4.4%
to be self reliant	39.7%	48.5%	11.8%
to respect the environment	22.4%	47.8%	29.9%
to think for yourself	38.2%	47.1%	14.7%
to work hard	55.9%	44.1%	
to respect other people's rights	48.5%	51.5%	
to always fulfil your responsibilities	52.9%	47.1%	
to value education very highly	41.8%	47.8%	10.4%
to respect people's right to be different	28.4%	55.2%	16.4%
to be honest / to tell the truth	73.5%	25.0%	1.5%
to support a particular political party	14.7%	11.8%	73.5%
to respect Aboriginal culture and rights	7.8%	29.7%	62.5%
to respect other people's property	52.2%	47.8%	
to respect public property	49.3%	50.7%	
to care for the less fortunate	28.8%	62.1%	9.1%

E32 How many BOOKS are there in your home approximately?

1	less than 50	1.5%
2	50-100	23.5%
3	100-250	22.1%

4	250-500	33.8%
5	500+	19.1%

E33 Which of the following best describes the DWELLING in which you live?

1	fully owned	35.8%
2	paying off mortgage	50.7%
3	paying off under a rent/buy scheme	
4	being rented from a landlord or agent	7.5%
5	being rented from the government	4.5%
6	being occupied rent free	
7	being occupied under a life tenure scheme	
8	other	1.5%

E34 How much do you pay in rent or mortgage repayments for this dwelling? (In whole dollars only, please)

Between \$125 up \$1800 per month.

E35 Was your ADDRESS 5 YEARS AGO the same as it is now?

1	yes	66.2%
2	no	33.8%

E36 What is the GROSS INCOME you normally receive EACH WEEK? First, for YOURSELF, and then your COMBINED INCOME for YOUR HOUSEHOLD?

Please **include** all pensions, benefits, allowances, superannuation, interest and dividends as well as wages and salaries.

Please **do not deduct** tax or payments to health insurance schemes or superannuation schemes.

		Your Income	Combined Income for Household
\$5,000 or more per week	(\$260,000 or more per year)		
\$4,000 - \$4,999 per week	(\$208 000 - \$259,999 per year)		
\$3,000 - \$3,999 per week	(\$156,000 - \$207,999 per year)		
\$2,000 - \$2,999 per week	(\$104,000 - \$155,999 per year)		1.7%
\$1,500 - \$1,999 per week	(\$78,000 - \$103,999 per year)	1.8%	8.3%
\$1,000 - \$1,499 per week	(\$52, 000 - \$77,999 per year)	1.8%	33.3%
\$800 - \$999 per week	(\$41,600 - \$51,999 per year)	14.0%	20.0%
\$700 - \$799 per week	(\$36,400 - \$41,599 per year)	5.3%	6.7%

\$600 - \$699 per week	(\$31,200 - \$36,399 per year)	15.8%	5.0%
\$500 - \$559 per week	(\$26,000 - \$31,199 per year)	10.5%	5.0%
\$400 - \$449 per week	(\$20,800 - \$25,999 per year)	15.8%	10.0%
\$300 - \$399 per week	(\$15,600 - 20,799 per year)	14.0%	8.3%
\$200 - \$299 per week	(\$10,400 - \$15,599 per year)	7.0%	1.7%
\$160 - \$199 per week	(\$8,320 - \$10,399 per year)	1.8%	
\$120 - \$159 per week	(\$6,240 - \$8,319 per year)	10.5%	
\$80 - \$119 per week	(\$4,160 - \$6239 per year)		
\$40 - \$79 per week	(\$2,080 - \$4159 per year)	1.8%	
\$1 - \$39 per week	(\$1 - \$2079 per year)		
Nil	Nil		

E37 Which SOCIAL CLASS would you say you belong to?

1	upper class	
2	middle class	50.0%
3	working class	33.3%
4	none	16.7%

E38 LAST WEEK, what was your MAIN ACTIVITY? And your SPOUSE or PARTNER?

YOURSELF		YOUR SPOUSE OR PARTNER	
40.6%	working full time for income (or on leave) <i>Go to E40</i>	49.2%	working full time for income (or on leave) <i>Go to E40</i>
25.0%	working part time for income (or on leave) <i>Go to E40</i>	16.9%	working part time for income (or on leave) <i>Go to E40</i>
12.5%	self-employed (eg Family business/farm)	13.6%	self-employed (eg Family business/farm)
3.1%	unemployed - looking for work <i>Go to E40</i> school or university student	5.1%	unemployed - looking for work <i>Go to E40</i> school or university student
17.2%	keeping house retired leisure or hobbies	11.9%	keeping house retired leisure or hobbies
1.6%	other	3.4%	other

E39 Have you (they) ever worked for income?

Yourself		Your spouse or partner	
1	yes 100%	1	yes 100.0%
2	no << Go to Section F >>	2	no << Go to Section F >>

E40 What KIND OF WORK do you (they) do? (If not working at the moment, please describe the last regular paid occupation)

*Of the 70 respondents:
13.7% were Clerks; 12.3% were Managers; 7.6% were Public Servants; 7.6% were teachers; 7.6% were Sales Assistants; 7.5 were Tradespersons; 6.2% were Nurses; 6.1% were Professionals; 4.6% were Engineering Technicians; 3.1 were Child-carers;*

SECTION F — POLITICAL KNOWLEDGE

F1 Federation in Australia, where the states joined together to form one country, took place in

1	1788	5.2%
2	1870	10.3%
3	1900	5.2%
4	1901	75.9%
5	1914	3.4%

F2 Australian Aborigines first gained the right to vote in Federal elections in ...

1	1778	2.0%
2	1914	
3	1929	3.9%
4	1945	5.9%
5	1953	21.6%
6	1967	49.0%
7	1972	17.6%

F3 The Australian Constitution contains the following:

	True	False	Don't Know
the laws of the land	46.7%	28.3%	25.0%
a Bill of Rights	41.7%	33.3%	25.0%
rules describing our national flag	21.3%	37.7%	41.0%
a description of the role of the Prime Minister	64.4%	6.8%	28.8%
rules that apply to state and federal governments	80.6%	3.2%	16.1%
a description of what powers different governments have	63.6%	6.7%	30.0%
rules protecting the land rights of Aborigines	13.1%	47.5%	39.3%
a rule that the Governor-General must be an Australian citizen	21.3%	42.6%	36.1%
rules allowing the federal government to change laws passed by state governments	42.6%	23.0%	34.4%
rules describing our national anthem	13.1%	57.4%	29.5%
rules about how federal elections will be run	55.7%	13.1%	31.1%

F4 The Australian Constitution can be changed by ...

	True	False	Don't Know
the Federal Parliament	30.0%	45.0%	25.0%
the Queen	11.3%	66.0%	22.6%
the Governor-General	18.5%	61.1%	20.4%
the agreement of the states	15.7%	49.0%	35.3%
a referendum of all Australian voters	78.0%	3.4%	18.6%
the High Court	7.7%	63.5%	28.8%
the Prime Minister	5.7%	75.5%	18.9%

F5 In Australia, a Senator represents ...

	True	False	Don't Know
the same area as a Member of the House of Representatives	16.1%	62.5%	21.4%
a larger area than Members of the House of Representatives	37.0%	33.3%	29.6%
a region within a state or territory	53.4%	31.0%	15.5%
a state or territory	53.6%	37.5%	8.9%
the whole country	9.3%	75.9%	14.8%

F6 The Federal Cabinet in Australia contains

	True	False	Don't Know
all Ministers	49.2%	39.0%	11.9%
all Ministers and their advisers	11.1%	72.2%	16.7%
a smaller group of senior Ministers	49.1%	31.6%	19.3%
the top public servants from each government department	5.6%	79.6%	14.8%
the government and opposition leaders from the Senate and the House of Representatives	22.8%	63.2%	14.0%
federal Ministers and state Premiers	13.0%	72.2%	14.8%

F7 The Deputy Prime Minister is ...

1	John Hewson	1.6%
2	Alexander Downer	4.8%
3	Kim Beazley	4.8%
4	Mal Colston	3.2%
5	Tim Fischer	74.2%
6	Cheryl Kernot	
7	Peter Costello	11.3%

F8 The Minister for Foreign Affairs is ...

1	Gareth Evans	16.4%
2	Robert Hill	
3	Amanda Vanstone	
4	Carmen Lawrence	
5	Alexander Downer	82.0%
6	Peter Costello	1.6%

F9 'Privatisation' means ...

	True	False	Don't Know
the push for individual privacy	5.5%	89.1%	5.5%
the sale of public assets into private ownership	93.8%	3.1%	3.1%
incentives for private health insurance	3.7%	90.7%	5.6%
government takeover of private companies		94.4%	5.6%
support for parents to place their children in private schools	1.9%	92.6%	5.6%

F10 Australia's longest-serving Prime Minister was ...

1	Bob Hawke	35.6%
2	Sir William McMahon	
3	Harold Holt	1.7%
4	Sir Robert Menzies	61.0%
5	Malcolm Fraser	
6	Alfred Deakin	1.7%
7	Billy Hughes	

F11 The Governor-General who sacked the Whitlam Government in 1975 was ...

1	Sir John Gorton	3.2%
2	Sir Zelman Cohen	
3	Sir Garfield Barwick	1.6%
4	Sir John Kerr	92.1%
5	Bill Hayden	3.2%
6	Dr Jim Cairns	
7	Rex Connor	

F12The ‘Mabo decision’ of the High Court ...

	True	False	Don't Know
guaranteed land rights to all Australian Aborigines	42.1%	40.4%	17.5%
ruled that Australia wasn't just empty land before white settlement	47.2%	34.0%	18.9%
guaranteed security of possession for farmers	3.8%	71.7%	24.5%
gave back land to some tribal Aborigines	65.5%	20.0%	14.5%
confirmed that Australian Aborigines did own the land before white settlement	57.1%	21.4%	21.4%
ruled that the Federal Government should provide funding to purchase land for Australian Aborigines	20.8%	49.1%	30.2%
established a treaty between the Government and Australian Aborigines	23.1%	46.2%	30.8%